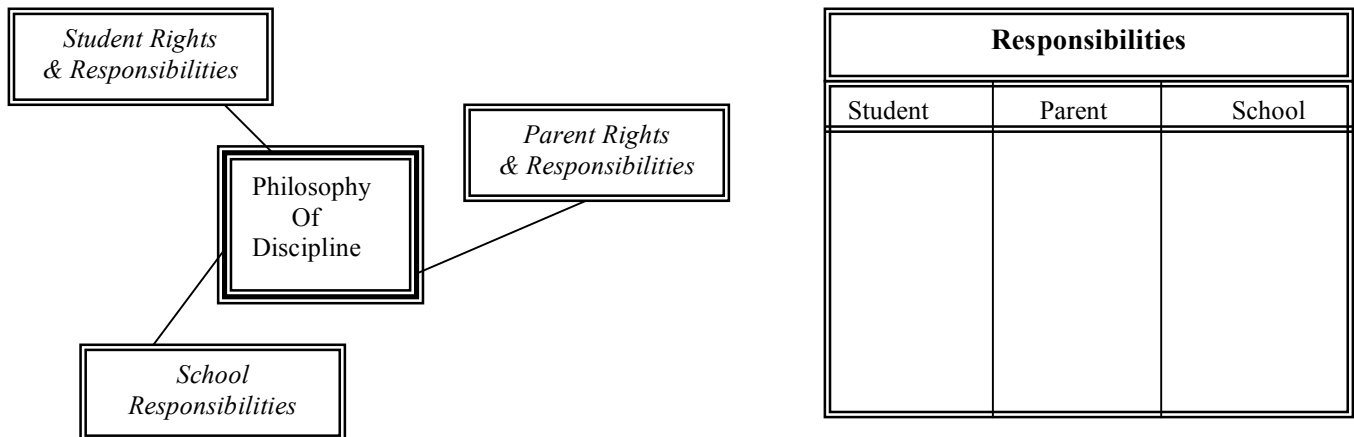


Strategies for Teaching the Discipline Code

Day 1 – Rights & Responsibilities pp. 1-6

Activate Prior Knowledge: Ask students to brainstorm the purpose of a school discipline code. What would happen if there was not a discipline code? Try a think-pair share or discuss as a class.

Teaching the code: Have students create a graphic organizer or chart that explains the Student, Parent, and School rights and Responsibilities as they read.



Closing: Ask students what Students; Parents, and the School Staff have in common as it relates to the discipline code.

Day 2 – Levels of Misconduct pp. 7-15

Activate Prior Knowledge: Ask students to write down on a sheet of paper three rules every student should follow so there is a good learning environment at RIHS.

Teaching the code: This strategy allows students to quiz the teacher on the codebook and will be a good way to create a positive rapport with students. First, give students 8 to 10 minutes to read through the four levels of misconduct silently. Second, pair students together for about 5 minutes to develop several questions to ask the teacher about the Discipline Code. They may need to whisper so they don't make it too easy for the teacher. Lastly, bring the class together and allow students to quiz the teacher about the discipline code levels of misconduct. You could give a prize or reward for any student that stumps the teacher. Try to make it competitive.

Closing: Reverse the roles putting students in the "hot seat" and quiz students on the levels of misconduct.

Day 3 – Attendance & Dress pp. 16-17

Activate Prior Knowledge: Ask students to think about a time when they were late for something that had negative consequences. Close this introductory activity by asking students to explain why timeliness and attendance are important.

Teaching the code: Get several large sheets of butcher paper from the bookstore. Group students and have them draw a stick figure of two RIHS students. One student is dressed appropriately and the other student is not dressed appropriately for learning. Have them post their drawings on the wall.

Closing: You can close by having each group explain their drawing.

Day 4 – Reporting, Consequences, & Reminders pp. 18-20

Activate Prior Knowledge: Brainstorm the difference between snitching and reporting. Use this introduction to discuss the importance of Anonymous Reporting.

Teaching the code: Read with the students the Consequences section of the codebook (19-20). Afterwards, have students brainstorm what acts of misconduct are appropriate for various consequences. Have students create a graphic organizer. Or you could review the levels of misconduct by grouping students and playing charades.

Closing: Check for understanding by reviewing and questioning students on the entire discipline code.

Day 5 – Student Support Information p. 21-23

Activate Prior Knowledge: Ask students to write down reasons why a student might need help from a school staff member.

Teaching the code: Go over the last pages of the codebook with the students. Pick your own favorite strategy to teach this section.

Closing: Have students write on a half sheet of paper three things they learned about the discipline code. They should give this to you as they leave the room.

Other Suggestions:

1. Have students act out parts of the discipline code.
2. Have students' keep an advisory journal where they can write questions about any topic that they turn into you. The advisory teacher can respond and inform students of their pass/fail status for advisory. You can have students start this journal by writing responses to the discipline code.