SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

STUDENT

BILL OF RIGHTS and
CODE OF CONDUCT

2021-2022

SAISD

Strategies	Description	Pre-Activity	During Activity	Post-Activity
Redirection English Video Spanish Video	Teacher gently guides the students directly, briefly and explicitly back to what he or she should be doing.		— Be brief — State the expected behavior — Can use hand signals or proximity instead of oral redirection	— For students that require frequent redirection consider pairing with a self-monitoring system
Other classroom management strategies:				
State Changes English Video Spanish Video	Short activities, movement, or slight shift in activity that constitute a change in the current physical or mental state to improve sustained attention.	— Practice state changes, for example, if the state change activity is to wiggle in your chair, define acceptable wiggling and practice.	When more than 10% of the class is off-task or appears inattentive and the time on task exceeds the attention span for the age range, use a state change to improve attention and concentration	— If state change activity did not go as expected, reteach and review the expectations for the state change activity
Proximity Control English Video Spanish Video	Use of physical proximity to the student to redirect off-task or inappropriate behavior.	— Best used for minor misbehavior such as talking out of turn	— Move to close to the student(s) of focus, the closer the teacher stands to the student the greater the influence on behavior	
Seating Change English Video Spanish Video	Provides optimal seating based on students' unique needs. Consider student personalities and working styles.	— Consider where each student will best perform and adjust seating accordingly — Consider if any students with IEPs or 504 plans have preferential seating in their plan		— Periodically check with students to see if they feel the seating arrangement is effective for them
Reflective Journaling English Video Spanish Video	Promotes student accountability, metacognition, and practice critical thinking and writing.	— Individualized based on the targeted behavior		— After activity or instruction, have the student write a short reflection about behavior, feelings or reactions

SAISD Prohibited Techniques

SAISD prohibits actions that affect a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment. In general, employees shall avoid techniques which may cause physical or emotional harm or distress, even if the employee is not in physical contact with the student. Some unallowable punishment techniques for behavior violations may include, but not be limited to, the following examples:

- Requiring a student to stand for a period of time without sitting
- Requiring a student to stand and hold books for a period of time without relief
- Requiring a student to engage in physical activity as a discipline technique
- Subjecting a student to ridicule
- Requiring a student to write lines
- Ordering a student to leave the classroom without a discipline referral
- Requiring the student to work in an unsupervised setting
- Denying a student access to lunch, prescribed medication, or bathroom breaks
- Corporal punishment

Note: The principal shall delineate other discipline techniques that are considered inappropriate on the campus. A student shall be disciplined when necessary to improve the student's behavior, to maintain order, or to protect other students, school employees, or property. A student shall be treated fairly and equitably. Report violations to the campus principal.

Prohibited Aversive Techniques

HB 3630 and Senate Bill 172 prohibit a District employee, volunteer, or independent contractor from using an aversive technique or causing an aversive technique to be used on a student. Aversive techniques — defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain — are prohibited for use with students. Report violations to the campus principal. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by District policy (see policy FO[LOCAL])
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face
- Restricting the student's circulation
- Securing the student to a stationary object while the student is standing or sitting
- Inhibiting, reducing, or hindering the student's ability to communicate
- Using chemical restraints
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP)
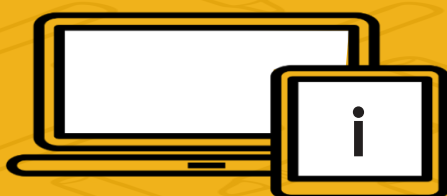
FOR MORE INFORMATION ON MANAGEMENT STRATEGIES
Contact Dr. Allegra Montemayor: amontemayor1@saisd.net
Contact the campus behavior specialist
Office of Special Education Services: (210) 354-9565
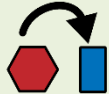Websites with resources: pbisworld.com/ and behaviordoctor.org/material-

Parent Resources

The resources in this section provides parents with evidence-based strategies that can be used in the home. These strategies can help with building positive relationships in the home while teaching children appropriate behaviors to display at home, school, and in the community. The table below includes strategies that can be used with desired and undesired behaviors, along with a video example on how to use the strategy. All strategies listed can be used with all ages of children.
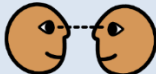
The strategies listed below are the same strategies listed in the *Classroom Management* section **(add page number)** that are used by teachers to help children be successful in school. Using the same strategies in the home will help children understand that the same expectations are required in the home as in school and provides some consistency between the home and school.
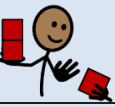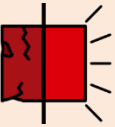
San Antonio ISD is committed to creating a positive experience for students in school and supporting parents with resources to assist their children outside of school in being successful. In addition to the strategies that can be used in the home there are opportunities provided by the Office of Family and Community Engagement. There are monthly virtual parent sessions on a variety of topics for one hour known as "Family "Power Hour", offered in English and Spanish. Please visit https://www.saisd.net/page/parenttraining for information on upcoming sessions. For further guidance and support, please contact your campus administrator or school counselor.

Strategies to Use at Home

Strategies	Description	How to Do	Purpose	Additional Resources
Use these strategies when your child is displaying appropriate (wanted) behaviors:				
Motivation	Encourages a child to complete a task by offering something of interest or by using encouraging words.	English Version Spanish Version	-Helps to meet goals -Reinforces appropriate behavior -Builds positive relationships	English Spanish
Praise	Demonstrates parent's approval of a child's positive behavior.	English Version Spanish Version	— Encourages your child to exhibit the positive behavior in the future —Reinforces appropriate behavior —Builds positive relationships	English Spanish
Ratio of Interactions	Provides the child with 3 positive connections with a parent for every corrective interaction by the parent.	English Version Spanish Version	-Builds positive relationships -Encourages appropriate behavior -Promotes a positive home environment	English Spanish
State Changes	Provides an opportunity for a child to participate in a fun activity in between tasks.	English Version Spanish Version	-Re energizes -Reduces frustration -Increases attention	English Spanish
Timers	Provides a visual countdown by using a timer/clock from a specified time to help a child self monitor when completing a task.	English Version Spanish Version	-Helps to keep track of time -Provides predictability and structure	English Spanish
2-Minute Connection **2**	Provides an opportunity for positive communication between a child and a parent for 2-minutes with a focus on building the relationship.	English Version Spanish Version	-Builds positive relationships -Improves communication skills	English Spanish

Strategies	Description	How to Do	Purpose	Additional Resources
Use these strategies when your child is displaying appropriate (wanted) behaviors:				
60-Second Break **60**	Provides a child a quick break while working on a long task or activity.	English Version Spanish Version	-Re energizes -Helps to stay focus -Helps to decrease stress and frustration during a difficult task or activity	English Spanish
Quick Spark **90**	Provides parents with a simple approach to interact with their child in a positive way.	English Version Spanish Version	-Reenergizes the child -Maintains focus task -Builds positive relationships	English Spanish
2:10 Attention	Provides an opportunity for a parent to schedule attention with their child consistently for 10 days for at least 2 minutes per day.	English Version Spanish Version	-Encourages positive relationships -Builds communication skills -Provides structured attention	English Spanish
Use these strategies when your child is displaying inappropriate (unwanted) behaviors:				
Attention Signal	Assists with getting a child's attention when a parent has something to say or need to correct a behavior.	English Version Spanish Version	-Helps to refocus attention -Encourages desirable behavior	English Spanish
Behavior Contract	Provides a written agreement between a parent and child that focuses on the positive behaviors the parent desires from the child behaviors	English Version Spanish Version	-Sets expectations -Promotes accountability -Focuses on positive behavior	English Spanish
Precorrection	Reminds the child of the desired behavior expectations to prevent undesired behavior.	English Version Spanish Version	-Increases desired behavior -Decreases undesired behavior -Sets expectations	English Spanish
Proximity Control	Encourages a child to remain on task by standing or moving close to the child	English Version Spanish Version	-Provides self regulation -Helps to stay on task -Increases likelihood of wanted behavior occurring	English Spanish
Private Discussion	Provides an opportunity for a parent to have a private discussion with their child about an undesired behavior and provides an opportunity for the child to correct the behavior.	English Version Spanish Version	-Helps to correct behavior -Builds positive relationship -Decreases undesired behavior	English Spanish
Redirection	Corrects an undesired behavior by directing the child to a desired behavior.	English Version Spanish Version	-Sets expectations -Encourages desired behavior -Helps to stay focus	English Spanish

Strategies	Description	How to Do	Purpose	Additional Resources
Use these strategies when your child is displaying inappropriate (unwanted) behaviors:				
Setting Expectations	Helps a child understand what desired behaviors are expected in the home.	English Version Spanish Version	-Decreases undesired behavior -Promotes responsibility & accountability -Decreases confusion	English Spanish
Setting Limits	Provides boundaries and structure for a child to support positive behavior.	English Version Spanish Version	-Sets expectations -Teaches responsibility -Encourages self regulation	English Spanish
Visual Cues	Provides visual direction by using pictures, objects, and gestures to communicate with a child.	English Version Spanish Version	-Provides structure -Helps to stay on task -Helps with understanding	English Spanish
Cool Down Area	Provides a safe place where a child can go to calm down when feeling frustrated or upset.	English Version Spanish Version	-Provides opportunity to calm down -Helps with self regulation -Helps with Identifying emotions	English DIY Items English Making Sensory Bottle Spanish DIY Spanish Making Sensory Bottle
Other strategies:				
Family Agreement	Helps build trust and gain cooperation within the family and appropriate for all school-aged children	English Version Spanish Version	-Maintains positive relationships -Encourages self-regulation	English Spanish
Restorative Chat	Helps individuals properly manage conflict using guided questions to navigate the conversation.	English Version Spanish Version	-Maintains positive relationships -Encourages self- reflection	English Spanish
Restorative Circle	Helps create a safe space that allows everyone to share concerns and addresses individual needs using open dialogue.	English Version Spanish Version	-Maintains positive relationships -Encourages self-regulation	English Spanish
Mood meter	Provides an opportunity for a child to communicate their social and emotional feelings with their parent throughout the day.	English Version Spanish Version	-Helps identify feelings -Allows predictability -Provides opportunity to address concerns	English Spanish
Routines & Structure	Provides structure, consistency and predictability within the home.	English Version Spanish Version	-Provides predictability -Helps with expectations -Provides a sense of security and control	English Spanish
Journaling	Assists your child to process feelings and voice their ideas while building on their writing skills.	English Version Spanish Version	- Helps child to label and process their emotion -Improves confidence -Increases communication skills	English Spanish

Last Updated: May 2021