

Facilitator Notes for Principle 2: Professional Relationships with Students

The facilitator notes include discussion points for scenarios that raise awareness and increase understanding of *Principle 2* of the *Licensure Code of Professional Conduct*. Please reference the [Facilitator Instructions](#) to help you prepare professional development using these scenarios.

Scenario 1

A student who graduated the previous year is home from college over break. Her high school coach, who is also a teacher in the school district, helped her get an athletic scholarship, and she has kept in touch to let him know how her training has been progressing. The former student, now 18, asks him to meet for dinner to catch up.

Area of Concern Under Principle 2	<ul style="list-style-type: none"> This scenario causes concern with Principle 2c on encouraging inappropriate relationships with an individual who was a student within the past twelve months. Principle 2c does not distinguish between who initiates the relationship.
Primary Users	<ul style="list-style-type: none"> All licensed educators
Key Considerations	<ul style="list-style-type: none"> The coach should be aware that the student could interpret this to be a date. Consider the venue for the dinner. Is it an expensive restaurant? Could it be perceived as a romantic setting? Would this dinner look like a date to others?
Strategies to Mitigate Risk	<ul style="list-style-type: none"> Be careful and keep it professional. Consider including other adults or parents. Make it a group dinner instead. Don't get intimate. Make plans for lunch or coffee, instead of dinner.
Related Code of Conduct Principles	<ul style="list-style-type: none"> If there is alcohol consumption involved and the student is underage, then this scenario would also cause issues under Principle 6.
Resources	<ul style="list-style-type: none"> N/A

Scenario 2

A high school English teacher uses an online communication tool to send a group reminder about an upcoming project deadline to all his students. One student sends him a private message asking for his phone number so she can ask specific questions about the project because she is feeling stressed out. The teacher responds and tells her to see him in the morning before school starts. The student continues to message the teacher because she needs his help immediately. Sensing her frustration and desire to do a good job on her project, and not wanting all of his students to continue getting notifications, the teacher gives her his cell phone number. The teacher begins to send text messages to the student and keeps the conversation focused on her project.

Area of Concern Under Principle 2	<ul style="list-style-type: none"> This scenario causes concern under Principle 2d on grooming, beginning to establish a path towards an inappropriate emotional connection with a student.
Primary Users	<ul style="list-style-type: none"> All licensed educators
Key Considerations	<p>Factors such as the following should be considered:</p> <ul style="list-style-type: none"> What is the school’s and/or district’s approved method of communicating with students? Is it appropriate to give your personal phone number when there are approved methods of communications in place? The teacher should look at the elements of one-on-one communication with students, including the time, place, and manner. This can easily go beyond professional communication; the teacher cannot control what students send him. How does the student perceive this interaction? What is the teacher’s contact with parents? Are they aware of this communication?
Strategies to Mitigate Risk	<ul style="list-style-type: none"> Use school or district approved resources and methods of communication. Follow your local board policy. Include an administrator or parent on communications. Avoid one-on-one communication with students. Be cognizant of the timing of messages, even if using approved methods of communication. Explain to students why you can’t engage in one-on-one contact. Establish ground rules with students.
Related Code of Conduct Principles	<ul style="list-style-type: none"> This may also cause concern under Principle 9e on using technology, social media, or other electronic communications to promote inappropriate communications with students.
Resources	<ul style="list-style-type: none"> Consult with your school’s and/or district’s resources. Tip Sheet #1—Social Media

Scenario 3

- *A classroom teacher realizes that she did not make copies of the homework assignment for the class. She tells the class to read a book silently while she quickly runs to the office to make copies.*
- *What if a student falls backward from his chair and hits his head while the teacher is out of the room?*

Area of Concern Under Principle 2	<ul style="list-style-type: none"> • In this scenario there are concerns under Principle 2h for failing to provide adequate supervision of students which risks the health, safety, and welfare of students.
Primary Users	<ul style="list-style-type: none"> • All licensed educators
Key Considerations	<ul style="list-style-type: none"> • A student could get hurt while the teacher is making copies. • Her students could leave the classroom, or someone who isn't allowed in the classroom could enter.
Strategies to Mitigate Risk	<ul style="list-style-type: none"> • Do not leave students unattended. • If you must leave the classroom, have another responsible adult watch the class. Call the school office. • If you are supervising students, you must be supervising. You need to know what's going on in your class. • Think about what students do in your presence. What will they do when you're not there?
Related Code of Conduct Principles	<ul style="list-style-type: none"> • N/A
Resources	<ul style="list-style-type: none"> • Tip Sheet #8—Classroom Management and Etiquette