

Student Conduct and Discipline Administrative Plan

The School's goal is to create a safe, peaceful, and productive learning environment. All School staff will work together to establish positive school and classroom cultures where teaching and learning are emphasized.

The School intends for its student conduct practices to:

- Build an effective, positive school environment
- Enhance school climate and safety
- Prevent problem behaviors
- Teach and reinforce appropriate behaviors
- Increase instructional time and academic performance
- Create meaningful and durable behavior and lifestyle outcomes for students
- Foster a positive school culture that reflects respect for all

Three Step Process

The School employs the following process when dealing with student behavior issues:

- Step 1 – Identify the Problem
 - ABCs of Behavior:
 - **A**ntecedents
 - Identify the event or stimulus (trigger) that occurs before the behavior.
 - These increase the likelihood that problem behavior will occur.
 - Identification helps inform prevention strategies.
 - **B**ehavior
 - Identify the observable, measurable action.
 - Identification of antecedents helps determine new skills to teach as replacement behavior.
 - **C**onsequences
 - Identify the event or response that immediately follows the behavior.
 - Both current consequences and alternative consequences.
 - Identify which consequences reinforce the behavior.
 - Determine the function of the behavior.
 - Identification helps inform alternative, appropriate reinforcers of new skills and desired behavior.
 - Understand:
 - What problem behaviors are occurring most often?
 - When and where are the problem behaviors occurring?
 - Who is involved?
- Step 2 – Analysis: Why are problem behaviors occurring?

- Function of Behavior – Develop a hypothesis for why the behavior is occurring.
 - Get/Obtain or Escape/Avoid
 - Attention – peer or adult
 - Tangible – object, task, activity
 - Sensory stimulation
 - Hypothesis: When (antecedent) occurs, student engages in (behavior). As a result, student is able to (function).
- Step 3 – Develop a Plan: Match interventions to function
 - Prevention: Alter the environment (systems changes)
 - Teach: New skills (replacement behaviors)
 - Reward: Demonstration of appropriate behaviors (new skills)
- Step 4 – Evaluation: Response to Intervention

Principles of Behavior

Behavior is defined as follows:

- Anything an individual says or does
 - Behavior is observable.
- Occurs as a response to one’s environment
 - There are antecedents to behavior.
- Serves a function or purpose
 - There is a “why” that contributes to the behavior.
- Results in a desired outcome
 - There are consequences or reinforcers that contribute to the behavior.
- Learned
 - It is possible to teach replacement behaviors.
- Can be changed
 - It is possible to change behavior and produce different outcomes.

The School’s approach to student behavior is informed by the following principles:

- Behavior is learned, it can be changed, and new behavior can be taught.
- Consequences strengthen or weaken behavior.
- Behavior is strengthened, weakened, and/or maintained through modeling.
- Behavior tends to be repeated due to the consequences (outcomes) that follow the behavior.
- Behavior is weakened by withholding consequences that maintain it.

Maria Montessori Academy (MMA) works hard to create a calm and peaceful learning environment for all students. This environment is created to help all students learn and embrace the Montessori values of grace, courtesy, and respect. Creating this environment is the job of all employees, students, and volunteers at MMA.

The School recognizes that changes in student behavior require effective environments which are created and modeled by adults. The school is committed to providing effective support systems for creation of peaceful, productive classroom communities. The School places high value on grace, courtesy, respect and responsibility. As such, we encourage adults to develop open and respectful lines of communication with each other for the benefit of MMA students.

Student Behavior Expectations

Students are expected to contribute to a safe learning environment by behaving respectfully and safely and reporting harmful or dangerous situations to an adult.

Students should:

- Know and follow all school rules and instructions given by school staff.
- Show respect and courtesy to all students, staff and school visitors. This includes respecting the property of others.

Guidelines for Success

The School recognizes that setting and communicating School-wide expectations is an important step in establishing an effective behavior system. The guidelines for success communicate what it takes to be successful in the School. Accordingly, all students, staff and school visitors are expected to demonstrate the following:

- Be Respectful
 - Treat others the way you wish to be treated
 - Take care of private and public property
 - Solve problems peacefully
 - Respect the right of others to be different from you
 - Respect the right of others to think differently than you
- Be Responsible
 - Take ownership for your actions
 - Be on time and ready to learn
 - Follow classroom and school rules
 - Do/Produce your own work
 - Be a learner
- Be Safe
 - Behave in ways that make the school a positive place
 - Report bullying, harassment or unsafe incidents
 - Refuse to spread rumors or gossip
 - Find trusted adults who can mentor and support you

There are a few rules that apply across settings at MMA:

1. Be where you are supposed to be.
2. Respect the personal space of others.

3. Respect the materials.

In addition, all students should respond to the bell by freezing in place, being silent, and looking at and paying attention to the person who rang the bell. All students should also respond to our “peace and quiet” gesture by silently copying it (finger on lips, the other hand holding up the “peace” sign).

The School’s Guidelines for Success are aligned with specific behavioral expectations in each area of the School as follows:

Assembly Behavior: Assemblies are planned for student learning and enjoyment. Students are expected to be orderly while entering the gym and sit with their classes. Students are expected to sit on their pockets so that those sitting behind them can still see. Students who disrupt assemblies will be given a warning, and if the behavior continues, students will be removed and may not be permitted to attend future assemblies. Further disruptions in future assemblies may result in students forfeiting their opportunity to attend assemblies for the remainder of the school year.

Restroom Behavior: Students are expected to respect the privacy of others when using the restroom. Only one student should be in a bathroom stall at a time. Students should be neat with the toilet paper and soap, and should not linger in the bathroom longer than is necessary. Students who misuse their bathroom privileges will be assigned a TA or buddy to bring them to and from the bathroom.

Bus / Public Transportation Behavior: MMA provides students with many field trip opportunities that may involve transportation on a bus or other public transportation. The bus (or other public transportation) is an extension of the classroom, therefore all school policies concerning student behavior will apply. Student safety and respect for others are our main concern while riding on a bus or public transportation. The following are bus and public transportation rules and regulations: remain seated and quiet while in motion, only use appropriate physical contact, be respectful, keep arms, legs, and other objects inside the vehicle. Students who do not obey these rules may forfeit their opportunity to participate in school field trips.

Classroom Time: Students are to be in class on time each day. Students must be prepared for class with necessary supplies and completed assignments. Students will be active participants in class. Students will respect the learning environment and activities of the classroom. A student will be removed from class for being uncooperative, disrespectful, or disruptive, and will receive an office referral. The consequence for removal from class can result in disciplinary action by administrators.

Testing: When there are students in the building who are testing, students who are in the hallways are expected to be silent and move quietly.

Field Trip Behavior: Field trips are an opportunity to help students make connections between the classroom and the wider community. Since field trips take place during the school day, it is the expectation that students follow all school policies concerning student behavior, while on a field trip. In addition, student safety and respect for our community are of the utmost concern, therefore, students who violate the outlined rules may have their field trip privileges suspended and may face further consequences. The following are general field trip expectations and guidelines, although each individual field trip has unique hazards and will therefore constitute varying expectations. Students must stay with their assigned group throughout the field trip. Students shall respect personal and public property. Students who do not exhibit respectful and appropriate behavior may be denied participation on a field trip if past behavior has given reason to expect that the student may not behave appropriately during the trip or if the student has not participated in class or is missing excessive assignments in any class.

Hallway Behavior: Hallway behavior includes the time: before school, between classes, during class, and after school. Behavior that is appropriate for the hallways includes but is not limited to: walking, quiet and calm voices, appropriate physical behavior, and demonstrating respect for yourself, others, and school property. All school rules are to be followed whenever students are in the hallways.

Recess: During recess, students must remain within the fenced area. MMA is a closed campus, and therefore, students are not allowed to leave campus during school hours. Students are to listen to all individuals on the playground. Students may not leave the assigned playground or indoor recess area without permission from the supervisor that is on duty at the time. Students are responsible for any sports equipment taken out. Such equipment is to be returned when recess time is over. If a ball or equipment goes onto a roof or off the playground, the teacher or adult on duty will inform the office to arrange for retrieval. We are not properly prepared for tackle football, "keep away," or similarly aggressive games that involve physical contact and as such they are not allowed on school grounds. No snowballs are to be made or thrown on or near school property. Safety rules for the playground and playground equipment are based on the following, which are prohibited: fence climbing, walking on the slide, throwing rocks/stones/mulch/wood chips, and shoving or pushing at any time.

CONSEQUENCES: For minor infractions, students will receive a warning and verbal correction and can return to play. Physical aggression will result in the loss of recess for a designated period of time and possible suspension. Recess with other students is a privilege. Students who frequently choose to ignore playground/recess expectations or commit more serious infractions may lose the privilege of having recess with other students.

These expectations are most likely to be met when the specific behaviors expected from students are clearly defined, taught to all, shaped over time, and responded to in ways that encourage students to learn and grow. The School recognizes that this requires

proactive systems, practices and policies that support the development of positive behavior in every student.

When these expectations are not met, prompt and appropriate interventions will be implemented to first restore order and safety in the classroom or school environment with the ultimate goal of assisting students to make appropriate behavioral choices.

School and Classroom Management

School personnel will provide continuous, positive, and active supervision and monitoring of student behavior.

Understanding student misconduct as an opportunity for learning is fundamental to the School's positive and progressive approach to discipline. The School utilizes progressive responses to misconduct in the form of incremental intervention strategies and discipline to address inappropriate behavior with the ultimate goal of teaching positive behavior. In the context of this Plan, intervention strategies are actions that provide opportunities for instruction, assessment and restoration. Discipline responses are actions that are typically viewed as consequences or punishment. With this approach, students have the space to make mistakes, learn from them and receive support to make changes in their behavior.

The School espouses a Positive Discipline philosophy which embodies firmness and kindness together, in order to build responsibility and skills in students by providing them with freedom within order.

Kindness *does not* mean pleasing children, rescuing them, allowing them to be disrespectful, or protecting them from all disappointment. It *does* mean validating feelings, understanding their point of view, and believing that they can survive disappointment and develop capability.

Firmness *does not* mean punishment, lectures, or authoritarian commands. It *does* mean respect, and setting a boundary or limit on choices and behavior, (best when agree upon).

Every reasonable effort should be made to correct student misbehavior using intervention strategies and the least severe discipline responses possible, reserving more significant discipline, such as suspension and expulsion, for the most serious situations that warrant removal from the school environment. When staff and administration use discipline to respond to student misbehavior, it is expected that the discipline response will be paired with one or more intervention strategies to provide a balanced approach to supporting behavior change in students.

All intervention strategies and discipline should be selected and implemented to help students learn from their mistakes and be supported to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Take responsibility for their actions
- Learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior reoccurs

The primary goal of a child is belonging and significance. Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in a progressive manner that is most supportive of student needs.

Classroom Rules and Consequences

Each teacher should establish classroom rules consistent with the following guidelines:

- Phrased in the form of a positive statement.
 - Positive rules explain what students should be doing. Negatively stated rules simply tell students what to avoid and challenge students to find inappropriate behaviors that fall outside the scope of the rule.
- Stated clearly
 - Students should be able to understand the behavioral expectation without the need for extensive explanation.
- Few in number (typically 3-5)
 - Each rule appears more important when there are fewer of them. Fewer rules are easier for students to remember and for teachers to enforce. Having just a few rules to avoid the sense that the teacher is trying to control a student's every movement.

An important aspect of the structure that makes rules work is providing clear consequences for a student's actions up front. Helping students realize the cause and effect relationship of their behavior, and that they have the power to choose the resulting effect is an important way that School staff can help students develop self-discipline.

Effective consequences display the following characteristics:

- Gradual, progressing from less severe to more severe as misbehavior is repeated.
 - This sends the message that students have the potential to behave and simply need to understand and choose to follow the expectation. When they repeat the misbehavior, they choose the more severe consequences.
- Natural and/or logical.
 - Natural consequences follow from the event or situation, as students are allowed to experience the outcome of their poor behavior, highlighting the rationale of the rule. Logical consequences are structured learning opportunities arranged to teach appropriate behavior.

- Maintain the dignity of the student.
 - Consequences should be consistent from student to student, and delivery of consequences should always address the particular behavior in question, not the student and their behavioral history.

Effective Classroom Management

Foundational to supporting positive behavior in all students is the use of effective classroom management strategies. The goal of proactive and positive classroom management is to develop students who are responsible, motivated, and highly engaged in meaningful tasks. In many cases, effective classroom management practices will reduce the occurrence of behaviors that require intervention strategies and disciplinary responses.

Examples of effective classroom management strategies include but are not limited to developing and maintaining positive relationships with students, verbal redirection or correction, changing student placement, adjusting the environment, re-teaching behavior expectations, speaking privately with students about misbehavior, using nonjudgmental language, reinforcing positive student behavior and listening to students' perspectives about situations that result in misbehavior. When typical classroom management strategies are insufficient to address student misbehavior, intervention strategies are essential to supporting students to make meaningful, sustainable changes in their behavior. Given certain circumstances, some misbehaviors warrant the use of disciplinary responses in addition to intervention strategies.

STOIC System for Classroom Management

- **S**tructure – Organize the classroom for success
 - Teachers will create and use an effective daily schedule.
 - The classroom environment will be arranged effectively.
 - Teachers will use appropriate attention signals, including the bell.
 - Teachers will establish 3-5 positively stated classroom rules that describe specific and observable behaviors that students are expected to exhibit at all times.
- **T**each Expectations – Teach students how to behave responsibly in the classroom
 - Teachers will set clear expectations by teaching, re-teaching, modeling, and consistently enforcing classroom rules.
 - Teachers will teach weekly Grace & Courtesy lessons to introduce manners and relational skills
 - Teachers will look for “teachable moments” in which to restate and reinforce these skills and assist students in putting them into practice
- **O**bserve – Supervise and monitor student behavior
 - Circulate and scan the classroom
 - Model friendly, respectful behavior

- Track specific behavior problems to gather data
- **I**nteract positively with students
 - Interact with all students in a welcoming manner
 - Display enthusiasm
 - Offer non-contingent attention
 - Strive for a 4 to 1 ratio of positive to negative interactions
 - Provide positive feedback that is:
 - Sincere
 - Specific and descriptive
 - Directed toward effort rather than result
 - Age appropriate
- **C**orrect inappropriate behavior fluently to avoid disrupting the flow of instruction
 - Key concepts for correcting misbehavior:
 - Preplan corrective responses
 - Make sure correction efforts address the cause of the misbehavior
 - Use correction that is immediate, brief, consistent, calm, respectful.
 - Evaluate whether the targeted behavior decreases

Effective Instructional Practices for Teaching Student Expectations

The School will use a variety of teaching strategies to establish expectations and instruct students regarding self-discipline, grace and courtesy, and social skills.

School staff will begin communicating and teaching behavior expectations as well as self-discipline, Montessori grace and courtesy, and social skills on the first day of each school year. The School expects teachers to train students in behavioral skills and expectations during the first two weeks of school and throughout the year. School staff will teach behavior expectations to new students when they enroll in the School. School staff will continue reminding, re-teaching, and recognizing expected behavior throughout the school year. Feedback from staff, students, and parents will be used to determine when specific behavioral issues need to be addressed at an individual, class, or School-wide level throughout the year.

School-wide instruction and reinforcement of behavioral expectations will take place through:

- Distribution of the student handbook and rules.
- Posted expectations (e.g. classroom constitutions, lunchroom rules).
- Weekly Montessori grace and courtesy lessons.
- Targeted instruction on specific skills as relevant incidents arise.
- Modeling of desired behaviors by school personnel.

School and classroom procedures will be taught by:

- Teaching the procedure by explaining it clearly.

- Modeling the procedure by showing students how the procedure is done or through roleplay, which may include positive and negative examples.
- Practicing the procedure together and making corrections as needed.
- Reviewing the procedure and providing feedback.
- Giving encouragement to students who follow the procedure.
- Conducting periodic reviews of procedures and revising them as needed.

Social and academic teaching will be integrated within and across the curriculum.

Behavior expectations in classrooms, hallways, restrooms, and playground will be communicated to students by explaining what such behavior looks like and sounds like.

The School will emphasize instruction in the following social skills:

- | | |
|----------------------------------|-----------------------------------|
| ● Interrupting politely | ● Advocating for oneself |
| ● Offering help | ● Electronics etiquette |
| ● Expressing admiration | ● Disagreeing respectfully |
| ● Introducing oneself | ● Eating politely |
| ● Perseverance | ● Recognizing bullying |
| ● Apologizing | ● Bystander skills |
| ● Respecting people and property | ● Leadership |
| ● Appreciating differences | ● Sportsmanship |
| ● Taking responsibility | ● Offering help |
| ● Inclusion | ● Flag etiquette |
| ● Calming down | ● Appropriate touch |
| ● Personal space | ● Recognizing and avoiding gossip |
| ● Handling conflict | ● Expressing sympathy |
| ● Empathy | ● Listening skills |
| ● Personal rights | ● Gratitude |

Systematic Methods for Reinforcement of Expected Behaviors

The School will provide regular positive acknowledgement and reinforcement for student displays of academic and social behavior success. Staff members will make concerted efforts to ensure that every student receives positive interactions with adults and will seek to spend more time acknowledging and promoting appropriate behavior than responding to irresponsible behavior.

Staff members will recognize students who demonstrate behavior that satisfies specific behavior expectations by providing them with recognition, encouragement, or thanks, and by helping students make connections between this behavior and positive outcomes.

Staff members will make every effort to provide students with a means to make amends for the negative consequences of their behavior, including mediating conflict resolution, facilitating apologies, and providing community improvement activities.

Uniform and Equitable Methods for Correction of Student Behavior

The School recognizes that behavior usually happens for and is maintained by the desire for one or more of the following:

- To obtain or avoid something tangible, including an activity or task
- To obtain or avoid teacher or peer attention
- To obtain or avoid physiological, mental or sensory stimulation of some kind

In order to effectively reinforce desired behavior, the School will:

- Clarify targeted positive behaviors.
- Focus on the presence of responsible behaviors versus the absence of irresponsible behaviors.
- Reinforce both improvement and mastery of desired behaviors.
- Provide positive reinforcement and encouragement of desired behaviors.
- Strive to increase the ratio of positive to negative interactions with students.

In order to improve behavior, the School recognizes that staff members can manipulate five variables:

- Structure and organize school environments to promote desirable behavior.
- Teach students how to behave responsibly in all school settings.
- Observe and properly supervise student behavior.
- Interact positively with students and model positive behaviors.
- Correct irresponsible behavior calmly, consistently, and immediately in the setting in which the behavior occurred and provide students with opportunities to make restitution for behavior that has negatively impacted others or the community.

Behavior Intervention Strategies

Intervention strategies are actions that provide opportunities for instruction, assessment and restitution. Examples of intervention strategies to be used in the School include but are not limited to:

- Precision Requests
 - Make a quiet, direct “please” request in a non question format from within about three feet of the student.
 - Wait 5-10 seconds (do not interact or nag or request again).
 - If the student complies, show appreciation.
 - If the student does not comply, repeat the request using the signal word *need* (signals last request), proximity, and direct eye contact (tip: use “you need” rather than “I need you to”)

- Wait 3-5 seconds.
- If the student complies, show appreciation.
- If the student does not comply, follow through with consequences.
- Behavior Contracts
 - Behavior Contracts create agreements between the student and staff about behavior expectations and how the student will be supported to meet the expectations. Monitoring of the contract can include student self-charting of behavior, staff feedback about progress after each class period, as examples, and include reinforcers for success and consequences for continuing problems.
- Functional Behavior Assessment/Behavior Intervention Plans
 - Behavior Intervention Plans are developed based on an assessment of the function of the student's behavior. The assessment results are used to develop a plan for consistent instruction and intervention to support behavior change.
- Social Emotional Learning Groups
 - Social Emotional Skills Groups provide direct instruction for students on areas of needed growth, e.g. anger management, social skills, conflict resolution, or self-advocacy.
- Check-in Check-Out
 - Students check in with designated staff before the beginning and at the end of each school day to receive positive contact, pre-corrects, reminders of school-wide expectations, encouragement, congratulations, and/or prizes.
- Conflict Resolution
 - Students are supported and empowered to take responsibility for peacefully resolving conflicts through the use of the Montessori peace table process. Students are taught skills including calming down, how to apologize, and effective listening and communication.
- Restitution Practices
 - Interventions are designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation. Restitution practices include engaging with a student in dialogue, supporting students to make an apology and repair harm, facilitating a peace table, providing community improvement opportunities, as examples.

Disciplinary Responses

Disciplinary responses are actions that are typically viewed as consequences or punishment. Examples of disciplinary responses that may be used in the School include but are not limited to:

- Loss of classroom privileges
 - Students lose opportunities in the classroom such as choosing where to work, participating in free time activities, as examples.
- Cool Down Time

- Students are assigned to an alternate location during class time, recess, or lunch in order to restore emotional balance.
- Community Improvement
 - Students are provided with an opportunity to make restitution for behavior that has negatively impacted the school or classroom community by staying after school to help with school improvement projects such as cleaning, organizing, gardening, or helping teachers or other staff members.
- In-school suspension
 - Students are removed from the classroom environment and assigned to work in a designated space within the School.
- Out of school suspension
 - Students are removed from the School environment for a designated number of days based on the severity of the infraction and other mitigating and escalating factors. Out of school suspensions will be followed by a restorative re-engagement conference to involve the student, parent and appropriate School staff.
- Expulsion
 - Students are removed from the School environment following the process established in the Student Conduct and Discipline Policy.

Behavior Response

It is critical that the following factors be considered prior to determining the appropriate intervention strategy or disciplinary response:

- The student's age, maturity and understanding of the impact of their behavior
- The student's willingness to repair the harm caused by the behavior
- The student's disciplinary record including the nature of prior misconduct, the number of prior instances of misconduct, the interventions and consequences applied, etc.
- The nature, severity and scope of the behavior
- The circumstances and context in which the misconduct occurred
- The student's IEP, BIP or 504 Plan, if applicable

The School uses four (4) levels of possible response to inappropriate and disruptive behavior (response levels). Each behavior is assigned to one or more response level. If the inappropriate or disruptive behavior is assigned to two (2) or more response levels, the lowest level should be used first. For example, if a student engages in cheating, School staff should first use intervention strategies and responses in Response Level 1 before moving to Response Level 2.

Response Level I: Intervention and discipline are provided by the teacher. Suspension is not an appropriate response at Level I unless the behavior is accompanied by an escalating factor. A behavior report should be written in Aspire; and the “alert admin” button should be unchecked.

Intervention	Discipline
Teach a coping strategy or replacement behavior	Loss of classroom privileges
Contact parent via phone, email, note, or text	Provide alternate recess activity
Create behavior contract or chart	Community Improvement
Provide sensory, movement, or mindfulness break	Temporary removal from classroom activity
Provide a peace table	Loss of work choices or seating choices
Provide self-reflection or a peace plan	“Glued” to the teacher
Assign project or essay related to behavior	
Support an apology or provide opportunity for restitution or amends to those harmed by actions	

Example Behaviors: Cheating, disorderly or disruptive behavior, defiance of authority, throwing objects, property damage or theft <\$50, toy or imitation weapons, dress code violations, cursing or obscene gestures, or mild to moderate hitting, slapping, pushing, tripping, shoving, kicking, or spitting which is directed toward another student (first offense).

Response Level II: Intervention and discipline may involve support staff. Administration is involved to stress the seriousness of the behavior while keeping the student in school. Suspension may be an appropriate response at Level II if the behavior is accompanied by an escalating factor. A behavior report with “alert admin” checked should be recorded in Aspire before or as the student is sent or accompanied to the office.

Intervention	Discipline
Strategies from Level I, increased in intensity or frequency	Discipline from Level I, increased in intensity or frequency
Social emotional skills group	Conference with administrator
Create home-school communication system	Check-in with administrator for a set period of time
Problem-solving conference with parent & student	In-school suspension for up to one day
Assign to “Check In Check Out”	
Mediated peace table	
Change class schedule	

Example Behaviors: Repeated offenses of Level I behaviors, possession of alcohol or tobacco, distribution of a prescription medication, bullying (see the School’s Bully & Hazing Policy), taunting or baiting a fight, talking or teasing that is sexually inappropriate, talking or teasing in regards to a person’s gender, race, or sexual orientation, talking or teasing about rape or other sexual violence, throwing an object that hits someone, property damage or theft >\$50, aggressive act with a toy weapon, possession of a weapon other than a gun, possession of fireworks, pepper spray, or smoke bombs, gambling, participation in group intimidation, fighting, physical altercation with a staff member, touching another person’s private parts, inappropriate use of technology, public display of private parts, distributing unauthorized recordings or images, or possessing pornographic material

Response Level III: Intervention and discipline involve administration. Unless prohibited by the IDEA and/or state law, responses typically result in short-term removal (1-3 days) of the student from the school environment due to the seriousness of the behavior. A re-engagement conference occurs upon the student's return. A behavior report with "alert admin" checked should be recorded in Aspire before or as the student is sent or accompanied to the office.

Intervention	Discipline
Strategies from Level I, increased in intensity or frequency	Discipline from Level I or Level II, increased in intensity or frequency
Referral to community resources for mental health, substance abuse, etc.	Out of school suspension for up to 3 days; re-engagement conference to include parent(s)
Develop a behavior intervention plan (BIP) or 504	

Example Behaviors: Distributing alcohol, violent or threatening conduct that disrupts school, any act which seriously jeopardizes the health, safety, or property of another person, possession of an imitation firearm, setting a fire, activating a false fire alarm, attempting/detonating a firework, smoke bomb, pepper spray, tear gas, or stink bomb, making a bomb threat, gang intimidation or violence, serious threats toward another person, physical attack of another person, consensual sexual activity, removing another person's clothing, making or transmitting secret recordings or images, possessing, making, or transmitting an image of a student or staff member in a nude or partially nude state (regardless of consent)

Response Level IV: Typically requires removal of the student from the school environment. Response focuses on ensuring the safety of the school community and ending dangerous behavior. Removal is followed by a re-engagement conference which includes parents/guardians upon the student's return to school. A behavior report with "alert admin" checked should be recorded in Aspire before or as the student is sent or accompanied to the office.

Discipline
Out of school suspension for 5 days
Mandatory recommendation for expulsion

Example Behaviors: Possession and distribution of drugs, use of a weapon other than a firearm in the commission of an aggressive act toward another person, possession of a firearm or gun of any kind, possession of a bomb or other explosive device, engaging in non-consensual sexual contact with another student coupled with the use of force, threat, or coercion

Progressive responses are generally confined to the current school year. At the beginning of each new year, every student may begin with a clean slate and responses to inappropriate and disruptive behavior may begin at the lowest, assigned response level for a first occurrence of the behavior within the school year.

Escalating Factors

During the course of a school year, a student's first violation of a given behavior standard will usually merit a response of a lesser degree than subsequent violations, taking into account all factors related to the severity of the current violation. However, in instances where student conduct significantly impacts the property, health and/or safety of others or causes significant disruption to the learning environment, a more severe form of response may be warranted even if it is a first offense.

There are 4 factors that are considered to escalate the disciplinary response from the response level at which it would typically be addressed to a higher response level. These factors are:

1. Conduct that Causes a Serious Physical Injury – Serious physical injury is bodily harm that results in one or more of the following:
 - a. substantial risk of death;
 - b. permanent deformity or defect;
 - c. coma;
 - d. permanent or extended condition that causes extreme pain;
 - e. permanent or protracted loss or impairment of the function of any body part; or
 - f. results in admission to a hospital.

Serious physical injury includes, but is not limited to, fractured or broken bones (including the nose), concussions and cuts and/or wounds requiring stitches. Serious physical injury does not include black eyes, welts, abrasions or bruises. In all cases where a student's conduct results in serious physical injury of another person, regardless of the level of conduct, the conduct will be handled at Response Level 4.

2. Conduct that Results in a Loss of Instructional Time – A student whose conduct results in a significant loss of instructional time for one or more students will be subject to the disciplinary consequences under the next, higher response level (i.e. a Response Level 2 behavior will be subject to Response Level 3 consequences). A significant loss of instructional time results when the combined amount of lost instructional time for all affected students equals 110 or more hours.

3. Conduct that Results in Significant Property Damage or Loss – A student whose conduct results in significant property damage or loss will be subject to the disciplinary consequences under the next higher response level (i.e. a Response Level 2 behavior will be subject to Response Level 3 consequences). Significant property damage or loss results when the damaged or lost property has a value of more than \$1,000.00. The value of the damaged property is determined by the lesser of the repair or replacement cost.

4. Repeated Acts of Misconduct – If, during the course of the school year, a student engages in five or more distinct acts of misconduct at a single response level (i.e. the separate Response Level 1 behaviors), the fifth incident of misconduct will be subject to the disciplinary consequences under the next, higher response level (i.e. Response Level 2 consequences). However, multiple Response Level 3 violations will not result in Response Level 4 consequences.

Suspension (Response Level 3 and Response Level 4)

Response Level 3 conduct will typically result in a student being suspended from school for 1 to 3 days unless prohibited by the IDEA and/or state law. Response Level 4 conduct typically requires the student be suspended from school unless prohibited by the IDEA and/or state law. Suspension and expulsion will take place as provided in the School's Student Discipline and Conduct Policy.

Expulsion (Response Level 4 Conduct)

Response Level 4 conduct typically results in a student being recommended for expulsion from school. Expulsion will take place as provided in the School's Student Discipline and Conduct Policy.

Adequate Adult Supervision

In order to help ensure that behavior expectations are consistently monitored and enforced, the School will ensure that adequate adult supervision is maintained in classrooms, on the playground, and other areas of the School building during field trips and other school-sponsored activities. The School's best practices for minimum adult-to-student ratios are outlined below.

Annual Data-Based Evaluations of Efficiency and Effectiveness

Staff members will document all behavior incidences and consequences through submitting behavior reports in Aspire. This documentation will identify the category/type of the incident (defiance of authority, disruption of class instruction, inappropriate language, fighting, disrespectful to adults, inappropriate touching, as examples.), the severity of the behavior, the gender and grade of the student, the student's teacher, the name of the reporting adult, and the location of the behavior.

Behavior data will be analyzed by a behavior team comprised of administration, selected support staff, and designated teachers on a regular basis. The results will be shared with staff members and will be used to plan adjustments and areas of emphasis in addressing behavior issues.

Staff members and students will be asked annually to respond to a survey with the following (or similar) questions:

- Do students feel safe in (classrooms, halls, restrooms, cafeteria, playground)?
- Are students taught how to behave responsibly in (classrooms, halls, restrooms, cafeteria, playground)?
- Do students treat other students respectfully in (classrooms, halls, restrooms, playground)?
- Do students treat staff respectfully in (classrooms, halls, restrooms, playground)?
- Do staff treat students respectfully in (classrooms, halls, restrooms, playground)?
- What behaviors in this area make students/staff feel unsafe or disrespected?
- What can students/staff do in this area to make others feel safe and respected?

The results of these surveys will be analyzed by a behavior team comprised of selected administrators, teachers, and support staff. The results will be shared with staff members and used to plan adjustments and areas of emphasis in addressing behavior issues.

When misbehavior approaches unacceptable levels in School-wide activities and/or common areas, staff members will consider:

- Are behavior expectations clear?
- Are expectations being taught and re-taught as necessary?
- Is the area/activity structured appropriately for success?
- Is supervision and monitoring adequate, consistent, and not based on emotions?

Staff Development Program and Training of Appropriate School Personnel

The School expects all staff members to model the same positive social behaviors and values that are expected of students.

The School will ensure that all staff members who supervise children receive annual training in:

- crisis intervention training and emergency safety intervention consistent with evidence-based practice and based on school policies
- development of student behavior expectations (faculty)
- effective instructional practices for teaching and reinforcing behavior expectations (faculty)
- effective intervention strategies
- effective strategies for evaluation of the efficiency and effectiveness of interventions (support team)

Policies Relating to the Use and Abuse of Alcohol and Controlled Substances By Students

As provided in the Student Conduct and Discipline Policy, the use, control, possession, distribution, sale, or arranging for the sale of alcohol or an illegal drug or controlled substance is ground for suspension or expulsion.

Procedures Related to Bullying Activities (including bullying, cyber-bullying, hazing, retaliation, abusive conduct)

The School begins with the premise that all students should have access to supports to prevent the development and occurrence of problem behavior, including bullying behavior (including bullying, cyber-bullying, hazing, retaliation, and abusive conduct). In order to avoid stigmatizing students, school staff will emphasize what a student does and where it occurs. Therefore, instead of labeling a student as a bully or victim, the emphasis will be on labeling the behavior, such as name-calling, teasing, intimidation, verbal aggression, etc. Bullying behavior will always be described in connection with the context in which it occurs, such as cyberspace, hallway, field trips, or some other specific setting.

The School defines bullying fully in the Bullying and Hazing Policy. Bullying is commonly understood as aggressive behavior that is intended to cause distress and harm; exists in a relationship in which there is an imbalance of power and strength; and is repeated over time. Additionally, bullying involves intentional, hurtful behavior that occurs repeatedly, even after the perpetrator has been asked to stop the behavior. The School teaches the definition of bullying, as well as bystander strategies, to all students in age-appropriate language as part of the School's Grace and Courtesy curriculum.

The School recognizes that successful prevention of bullying is linked directly to teaching both adults and students (a) what bullying looks like, (b) what to do before and when bullying behavior is observed, (c) how to teach others what to do, and (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior.

As with other behavior that does not meet established expectations, the School takes a multi-tiered approach to preventing bullying and other disruptive behavior.

At Tier 1, all students and staff are taught directly and formally about how to behave in a safe, respectful, and responsible ways across all school settings. The emphasis is on teaching and encouraging positive social skills and character traits through the School's Grace and Courtesy curriculum. Effective Tier 1 prevention strategies are intended to support most students and then to identify when more intensive and specialized (Tier 2 and/or 3) strategies are required. The goal is not to simply increase the severity and number of punishing consequences for bullying behavior.

At Tier 2, students whose behaviors do not respond to Tier 1 supports are provided additional preventive strategies that involve (a) more targeted social skills instruction,

(b) increased adult monitoring and positive attention, (c) specific and regular feedback on their behavioral progress, and (d) additional academic supports, if necessary.

At Tier 3, students whose behaviors do not respond to Tier 1 and 3 supports are provided intensive preventive strategies that involve (a) highly individualized academic and/or behavioral intervention planning; (b) more comprehensive, person-centered and function-based wraparound processes; and (c) school-family-community mental health supports.

Notice to Employees

The administration will distribute this Plan to employees by e-mail and/or hard copy at the beginning of each school year and to each new employee upon hire.

Gang Prevention and Intervention

School employees will be aware of potential gang activities, as defined in the Student Conduct and Discipline Policy, and such activities will be subject to discipline as set forth in that policy.

Reports Received Through the School Safety and Crisis Line

The School may receive a report through the School Safety and Crisis Line established under Utah Code § 53A-11-1503(3), regarding (i) unsafe, violent, or criminal activities, or the threat of such activities at or near a public school; (ii) incidents of bullying, cyber-bullying, harassment, or hazing; and (iii) incidents of physical or sexual abuse committed by a school employee or school volunteer; or involving situations where there is a need for crisis intervention, including suicide prevention, to individuals experiencing emotional distress or psychiatric crisis. In the event the School receives such a report, it will be addressed by the School's administrators and/or counselor and referred within 24 hours to appropriate intervention resources. However, a response to a report may not occur during non-school days, including weekends, until the next school day.

Protections for Students with a Disability

Nothing in this Plan diminishes any student rights as under or in connection with the Individual with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act, or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law and shall not be removed from the learning environment except as such actions are undertaken in accordance with applicable legal requirements.