



BRIDGE ELEMENTARY STUDENT CONDUCT AND DISCIPLINE PROCEDURES

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Table of Contents

<i>Bridge Elementary Student Conduct and Discipline Procedures</i>	3
Response to Inappropriate Behavior	3
Response Level 1.....	4
Response Level 2.....	4
Response Level 3.....	5
Response Level 4.....	5
Escalating Factors	6
Conduct that Causes a Serious Physical Injury.....	6
Conduct that Results in a Loss of Instructional Time.....	6
Conduct that Results in Significant Property Damage or Loss	6
Repeated Acts of Misconduct.....	7
Threats to Harm or Intimidate Others	7
Staff and Family Surveys	7
Staff Development Program and Training of Appropriate School Personnel	7
<i>BRIDGE ELEMENTARY USE OF PHYSICAL RESTRAINT OR SECLUSION</i>	8
EMERGENCY PHYSICAL RESTRAINT & SECLUSION DOCUMENTATION FORM	9

Bridge Elementary Student Conduct and Discipline Procedures

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. Because research is very clear that punishment or consequences does not CHANGE behavior but may only stop it temporarily, the School has implemented a positive, schoolwide behavior program, "Watch Me Learn," which rewards students for exhibiting appropriate behavior conducive to traits of a good learner. An explanation of "Watch Me Learn" can be found in the Bridge Family Handbook and the Bridge Employee Handbook.

Pursuant to Utah law, teachers and staff will never grab or restrain a student unless that student poses an imminent threat of harm to himself or others. In the event a student is restrained, the "Emergency Physical Restraint Documentation Form" must be completed, parents notified and Aspire updated to reflect the restraint. The form and accompanying log can be found at the end of this document.

These procedures are intended to supplement and work together/be consistent with the School's Student Conduct and Consequences Policy. For purposes of this document, "Student Support Staff" may include the principal, the Student Support Specialist, the Special Education teacher (for some students), or the School Social Worker. The term "Restorative Justice" is used to indicate service a student may perform to restore the environment back to the condition in which it was prior to the behavior incident, or it may include performing a service to repay the staff with the time the student's behavior has taken away from the staff member's other duties or the time the student's behavior has disrupted the learning of the other students. In addition, the student will also apologize to the individuals who were impacted by their behavior either in person or through a written apology. Restorative Justice practices may include washing tables in the classroom, cleaning up trash or litter in the classroom, straightening chairs and tables, sweeping rocks from the scooter path, sweeping bark back into the playground, picking up rocks from the turf or other small tasks. Typically, students are provided with a list of two or three things from which to choose. The restorative justice practices typically are 15 minutes in duration and are supervised by an adult.

Response to Inappropriate Behavior

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 cause 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 levels of possible response to inappropriate and disruptive behavior (response levels). Each behavior is assigned to one or more response levels. 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 1

Intervention and consequences are provided by the teacher.

Example Behaviors

The following list is not all inclusive but merely an example of Level 1 behaviors: cheating; disorderly or disruptive behavior that interferes with the learning environment of others for less than 15 minutes; defiance of authority; throwing objects; property damage or theft of less than \$50; dress code violations; refusal to complete assignment; talking out of turn; wandering the classroom; cursing or obscene gestures; mild hitting; slapping; pushing; tripping; shoving; kicking; or spitting which is directed toward another student and does not leave a visible mark. Teachers should make an entry in Aspire as a running record of the incident, but Student Support staff do not need to be involved.

Possible Interventions	Possible Consequences	Required
Teach a coping strategy or replacement behavior	Loss of classroom privileges	<ul style="list-style-type: none"> Teacher contacts parent via phone, email, note, or text Entry into Aspire is optional though recommended for accurate tracking of repeated acts of misconduct
Create behavior contract, chart or positive reward system	Provide alternate recess activity or restorative justice	
Provide sensory, movement, or mindfulness break	Community Improvement	
Provide time and space for self-reflection	Temporary removal from classroom activity	
Support an apology or provide opportunity for restitution or amends to those harmed by actions	Loss of work choices or seating choices	
Modify assignments or activities	Increased proximity to teacher or staff	
	Restorative Justice within the classroom	

Response Level 2

An entry in Aspire must be completed and the Student Support staff notified (an entry in Aspire notifies support staff). In some situations, the student may be removed from the classroom and escorted to the office. Rarely is a student suspended out of school for a Level 2 incident.

Example Behaviors

The following list is not all inclusive but merely an example of Level 2 behaviors: continually repeated offenses of Level 1 behaviors; disorderly or disruptive behavior that interferes with the learning environment of others for more than 15 minutes; defiance of authority by using physical aggression; throwing objects which injure another individual; hitting, slapping, pushing, tripping, shoving, kicking, or spitting which is directed toward another student and leaves a visible mark; or property damage or theft of more than \$50.

Possible Interventions	Possible Consequences	Required
Create home-school communication system	Conference with parent or guardian	<ul style="list-style-type: none"> Teacher or Student Support Staff coordinate to contact parent via phone, email, note, or text Entry into Aspire
Problem-solving conference individuals such as: parent, student, teacher, Student Support Staff	Check-in with Student Support Staff or teacher for a set period of time	
Safe place away from peers for a designated amount of time to work on social skills and academic needs as	Lunch detention Increased proximity to teacher or staff.	

appropriate before returning to a regular classroom setting.	Restorative justice within the school or on the school grounds	
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Response Level 3

Intervention and consequences involve Student Support Staff. Response results in immediate removal of the student from the classroom environment due to the seriousness of the behavior. An entry into Aspire is required.

Example Behaviors

The following list is not all inclusive but merely an example of Level 3 behaviors: possession of alcohol or tobacco, distribution of a prescription medication, bullying and hazing (see the School’s Student Conduct and Consequences Policy and Bullying and Hazing Policy); taunting or baiting a fight; throwing an object that hits someone and causes serious injury; deliberate property damage or theft >\$300; 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 with an intent to injure; physical altercation with a student resulting in a serious injury of the student (bruising, blood, swelling, etc.); intentionally touching another person’s private parts; inappropriate use of technology; public display of private parts; removing another person’s clothing; distributing unauthorized recordings or images; possessing pornographic material; or **threatening** any act which has the ability to seriously jeopardize the health, safety, or property of another person.

Intervention	Possible Consequences	Required
Referral to community resources for mental health, substance abuse, etc.	Increased proximity to teacher or staff to ensure safety of student and others	<ul style="list-style-type: none"> • Student Support Staff immediately contact parent via phone. • Entry into Aspire • Out of school suspension for up to 10 days with re-engagement conference with parents upon return
Problem-solving conference individuals such as: parent, student, teacher, Student Support Staff.	Behavior contract identifying behavior expectations and consequences associated with inappropriate behavior.	
Safe place away from peers for a designated amount of time to work on social skills and academic needs as appropriate before returning to a regular classroom setting.	Restorative justice within the school or school grounds.	
Develop 540 Plan or Behavior Intervention Plan if needed.		

Response Level 4

Requires **immediate** removal of student from the School environment. Response focuses on ensuring the safety of the School community and ending dangerous behavior.

Example Behaviors

The following list is not all inclusive but merely an example of Level 4 behaviors: **repeated Level 3 behaviors**; intentionally harming another individual in a way that causes significant injury; possession and distribution of illegal drugs; use of a weapon 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; or engaging in non-consensual sexual contact with another student coupled with the use of force, threat, or coercion.

Required Response
Immediate removal from classroom

Principal (or designee if unavailable) immediately contacts parent via phone
Completion of Consequences Referral form - teacher
Entry into Aspire
Out of school suspension for up to 45 days with re-engagement conference with parents upon return and behavioral contract in place
Contact with law enforcement
Recommendation to Board for Expulsion

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, considering 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 four 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:

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 the serious physical injury of another person, regardless of level of conduct, the conduct will be handled at Response Level 4.

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.

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.

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).

Threats to Harm or Intimidate Others

Pursuant to state law https://le.utah.gov/xcode/Title53G/Chapter8/53G-8-S205.html?v=C53G-8-S205_2019051420190514

A student SHALL be suspended with the actual or threatened use of a weapon with the intent to threaten or intimidate another person or disrupt normal school activities.

This is the law. It doesn't matter if the child is 6 years old or 16 years old. It doesn't matter if they are just kidding or repeating "something they saw on YouTube". Unfortunately, all threats must be taken seriously, and the length of the suspension depends on how long it takes the school and the authorities, if warranted, the time needed to sufficiently investigate the validity of the threat.

Staff and Family Surveys

To assure that Bridge Elementary is considered a safe, positive learning environment, staff members and families will complete surveys three times yearly to help determine if staff and families feel Bridge provides a safe a positive environment for students. Survey data will be shared with teachers and the board and changes made to address any shortcomings.

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, School policies and state law
- Student behavior expectations
- Effective instructional practices for teaching and reinforcing behavior expectations
- Effective intervention strategies
- Effective strategies for evaluation of the efficiency and effectiveness of interventions (School behavior team)

BRIDGE ELEMENTARY USE OF PHYSICAL RESTRAINT OR SECLUSION

PHYSICAL RESTRAINT means a personal restriction that immobilizes or significantly reduces the ability of a student to move his or her arms, legs, body, or head freely. **SECLUSION** means the child was left alone in a room without an adult present in the room and was kept from leaving the room.

PHYSICAL RESTRAINT DOES NOT INCLUDE:

- Briefly holding a student in order to calm or comfort the student;
- Temporarily touching or holding a student's hand, wrist, arm, shoulder, or back for the purpose of guiding the student safely from one area to another (such as escorting a disruptive student who is unwilling to leave the area if other methods such as counseling, cajoling, etc., have been unsuccessful); or
- Intervening in a fight in accordance with School policies and state law.

PHYSICAL RESTRAINT IS NOT TO BE USED IN THE SCHOOL, UNLESS:

- There is an emergency situation and physical restraint is necessary to protect a student or other person from imminent, serious, physical harm (including towards him/herself) after other less intrusive, non-physical interventions have failed or been determined inappropriate;
- The student's behavioral intervention plan and/or IEP, if any, describe the specific behaviors and circumstances in which physical restraint may be used; or
- The parents of a nondisabled student have otherwise provided written consent to the use of physical restraints while a behavior intervention plan is being developed.

PHYSICAL RESTRAINT SHALL BE APPLIED ONLY BY SCHOOL PERSONNEL WHO ARE TRAINED IN THE APPROPRIATE USE OF PHYSICAL RESTRAINT THROUGH CPI or MANDT. IN APPLYING PHYSICAL RESTRAINT, SCHOOL PERSONNEL SHALL ONLY USE REASONABLE FORCE AS NECESSARY TO PROTECT A STUDENT OR OTHER PERSON(S) FROM IMMINENT, SERIOUS, PHYSICAL HARM. PHYSICAL RESTRAINT SHOULD NOT BE USED AS A PUNITIVE MEASURE, SHOULD IN NO INSTANCE BE IMPOSED FOR MORE THAN 30 MINUTES, AND SHOULD NEVER BE APPLIED IN A WAY WHICH OBSTRUCTS THE AIRWAY OR ADVERSELY AFFECTS A STUDENT'S PRIMARY MODE OF COMMUNICATION.

MECHANICAL RESTRAINT IS STRICTLY FORBIDDEN IN THE SCHOOL.

WHEN PHYSICAL RESTRAINT IS USED, STAFF IS REQUIRED TO:

- Notify the student's parent;
- Fill out the Physical Restraint log;
- Complete and sign the attached Emergency Physical Restraint Documentation Form;
- File a copy of the form in the student's educational record;
- Forward a copy of the form to the parent within 24 hours of the incident, unless provided for in a student's BIP or IEP; and
- Forward copies to the Academic Director, At-Risk Program Director and Special Education (for special education students).
- Update Behavior Tracker with behavior information.

BEST PRACTICES ALSO SUPPORT: Debriefing with staff involved in the incident.

EMERGENCY PHYSICAL RESTRAINT & SECLUSION DOCUMENTATION FORM

Date of Physical Restraint: _____ Was the child placed in seclusion? _____
If yes, how long was the child in seclusion? Start time _____ Ending time _____

Student's Name: _____ Date of Birth: _____

Is the student identified as a Special Education student? _____ Yes _____ No
Does the student have a Behavior Plan? _____ A Crisis Plan? _____
Is the use of physical restraint part of the student's behavior plan or crisis plan? _____
Has the student been referred to the Child Study Team? _____
Number of times physical restraint has been previously used with the student? _____

Antecedent Events

Where was the student? _____
What was he/she doing prior to behavior that resulted in physical restraint?

What time of the day was it? _____
Who was with him/her? _____

Precipitating Event Immediately Preceding the Behavior that Prompted Use of Physical Restraint

Other Interventions Tried by Staff Prior to Restraining Student

- Provided Choices
- Reduced Demands
- Removal of Other Students
- Request for Assistance
- Other: _____
- Verbal Redirection
- Reduced Verbal Interaction
- Voluntary Removal of Student to Another Location
- Exclusion
- Calming Techniques
- Seclusion

Behavior that Prompted Use of Physical Restraint (Describe what the student was doing that was dangerous to self or others.)

- Threat of imminent, serious, physical harm to self.
- Threat of imminent, serious, physical harm to others.

Explanation _____

Incident observed by: _____

Page 2 – Physical Restraint Documentation Form

Length of Time in Physical Restraint: _____

Type of Physical Restraint Used: _____

Student Behavior and Reaction During Physical Restraint:

Student Behavior at End of Physical Restraint:

Name	Signature	Monitoring (M) Implementing (I)	Trained in CPI or Mandt

Name and Signature of Administrators Informed of the Use of Physical Restraint:

Print Name

Signature

Print Name

Signature

PHYSICAL RESTRAINT LOG

Date	Name of Student	Type and Length of Physical Restraint	Behavior that Prompted Use of Physical Restraint	Staff Member Implementing and Monitoring Use of Physical Restraint	Administrator Informed of the Use of Physical Restraint
				Name: Signature:	Name: Signature:
				Name: Signature:	Name: Signature:
				Name: Signature:	Name: Signature:
				Name: Signature:	Name: Signature:
				Name: Signature:	Name: Signature:

A Physical Restraint Report Form must be completed when it is necessary to physically restrain a student.