Administrative Student Conduct and Discipline Plan

The School's goal is to create a safe, civil 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

<u>Three Step Process</u>

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.
    - **B**ehavior
      - Identify the observable, measurable action.
    - **C**onsequences
      - Identify the event or response that immediately follows the behavior.
      - Both current consequences and alternative consequences.
    - 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?
      - Get/Obtain or Escape/Avoid (i.e., Attention from peer or adult, tangible item or activity desired, sensory stimulation)
- Step 3 – Develop a Plan
  - Prevention: Alter the environment (systems changes)
  - Teach: New skills (replacement behaviors)
  - Reward: Demonstration of appropriate behaviors (new skills)
- Step 4 – Evaluation

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.

Role of Adult Behavior

The School recognizes that changes in student behavior require effective environments.

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 property of others.
- Attend school regularly and on time.
- Complete assignments and homework.
- Bring homework and supplies to school each day.
- Work to the best of his/her ability.
- Work cooperatively with classmates, teachers and staff.
- Respect him/herself, other people, and the school.
- Follow all school rules and policies.
- Accept responsibility for his/her own actions.
- Incorporate the IB Learner Profiles and Attitudes into everyday school participation.

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 and think different from you
- Be Responsible
    - Take ownership for your actions
    - Be on time and ready to learn – be a learner
    - Follow classroom and school rules
    - Do/Produce your own work
- Be Safe
    - Behave in ways that make the school a positive place
    - Report bullying, harassment or unsafe incidents
    - Refuse to spread rumors or gossip

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

	Respectful	Responsible	Safe
Classrooms	Students will respect the learning environment and activities of the classroom. A student will be cooperative, respectful and not disruptive.	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 not run or rough house in rooms. Students will follow directions from teachers.
Hallways	Behavior that is appropriate for the hallways includes but is not limited to: walking, quiet and calm voices, appropriate physical behavior, and respect for you, others, and school property (e.g., drinking fountains, etc.) at all times.	Hallway behavior includes the time before school, between classes, during class, and after school.	No running or pushing in the halls or stairwells. This includes skipping steps in the stairwell.
Restrooms	Students will not mar, break or destroy any part of the rest room. Students will minimize time from the classroom in using the restroom.	Students will use quiet voices in the restrooms. Students will not leave a mess.	Students will flush the toilets and wash hands after restroom use.
Assemblies	Students are expected to be orderly while entering the gym and sit with their classes.	Students are to not be disruptive. If behaviors continue after a warning, students may have to leave the assembly.	Severity and compliance with requests to be attentive will determine if a student may participate in future assemblies.
Field Trips	Field trips are an opportunity to help students make connections between the classroom and the wider community. Improper behavior may also result in the cancellation of all future field trips. Students shall respect personal and public property.	It is the expectation that students follow all school policies concerning student behavior, while on a field trip. Students must wear the approved uniform for field trips (see dress code) A student may be denied participation if past behavior has given an expectation that the student may not	Student safety and respect for our community are the utmost concern; therefore, students who violate the outlined rules may have their field trip privileges suspended or terminated and may face further consequences. The following are general field trip expectations. Each field trip has unique hazards and will

		behave appropriately during or if the student has not participated in class or is missing excessive assignments in any class.	therefore constitute varying expectations. - Students must stay with their assigned group. - Inappropriate physical contact is not permitted. Loud and/or profane language is not permitted
Cafeteria	Students must maintain an orderly behavior for the cafeteria. To maintain cleanliness, no food or drink may be eaten in school hallways, on the playgrounds, or in teachers' room other than for approved activities.	Students are responsible for cleaning the area where they eat. Throwing food, dripping items on the floor. Students must sit at tables to eat and drink. Food is to be eaten in the cafeteria. Upon finishing lunch, each student will pick up his/her area, properly dispose of all refuse, and exit the cafeteria doors.	In order to monitor students during lunch, students are not allowed in the school halls during lunch.
Playground	Students are to listen to, and respect all adult supervisors and staff as well as parents, on the playground. 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.	During recess and lunch, students must remain within the fenced 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 outside. Such equipment is to be returned when recess time is over.	Tackle football, "keep away", or similarly aggressive games that involve physical contact are not allowed on school grounds. No snowballs are to be made or thrown on or near school property, and will result in discipline. 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. Students are not allowed to leave campus during school hours unless checked out by a parent.

Expectations are clearly defined, taught and encouraged with students. 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. Proactive systems, practices and policies support the development of positive behavior in students.

School and Classroom Management

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

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. Students may make mistakes, but can learn from them and receive support to make changes in their behavior.

Every reasonable effort will 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. When discipline is used to respond to student misbehavior, the discipline response will be paired with intervention strategies to provide student behavior change.

All intervention strategies and discipline 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

Classroom Rules and Consequences

Each teacher will create a classroom environment that establishes clear, consistent expectations for students. Classroom rules consistent with the following guidelines:

- POSTED Classroom expectations (Essential Agreements) in their classroom which:
    - Phrased in a positive statement
    - Are developed collaboratively between students and teachers
    - Define behavioral expectations
    - Are agreed upon as expected school behaviors
    - Provide opportunities for IB attitude and profile based problem solving

- Stated clearly
- Few in number (typically 3-5)

Helping students realize the cause and effect relationship of their behavior helps students develop self-discipline.

Effective consequences display the following characteristics:
- Gradual, progressing from less severe to more severe as misbehavior is repeated.
- Natural and/or logical.

Effective Classroom Management

Foundational to supporting positive behavior in all students is the use of effective classroom management strategies. The goal is to develop students who are responsible, motivated, and highly engaged in meaningful tasks. Examples of effective classroom management strategies include but are not limited to developing and maintaining positive relationships with students, use of engagement strategies, verbal redirection or correction, changing student seating, 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. 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.
  - Physical space will be arranged effectively.
  - Teachers will use appropriate attention signals.
  - 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 use the CHAMPs tool to establish clear expectations for classroom activities
    - **C**onversation – Can students talk to each other during this activity/transition?
    - **H**elp – How can students get the teacher's attention and/or get questions answered during the activity?
    - **A**ctivity – What is the objective of the activity, and what is the expected end product?

- **M**ovement – Can students move about during the activity?
                - **P**articipation – What does appropriate student behavior look like during this activity, and how should students show they are fully participating?
        - **O**bserve – Supervise and monitor student behavior
            - Circulate and scan the classroom
            - Model friendly, respectful behavior while monitoring
            - Track classroom 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:
                - Accurate
                - Specific and descriptive
                - Contingent
                - Age appropriate
                - Fits personal style
        - **C**orrect inappropriate behavior fluently so as to not disrupt the flow of instruction
            - Key concepts for correcting misbehavior:
                - Preplan corrective responses
                - Evaluate whether the targeted behavior decreases
                - Make sure correction efforts address the cause
                - Corrective consequences alone are not likely to eliminate the targeted behavior
            - Attributes:
                - Calmly
                - Consistently
                - Immediately
                - Briefly
                - Respectfully

Intervention Strategies

Intervention strategies are actions that provide opportunities for instruction, assessment and restoration. Examples of intervention strategies to be used in the School include but are not limited to:
- 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, etc. and include reinforcers for success and consequences for continuing problems.
- Functional Behavior Assessment/Behavior Intervention Plans

- o 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.
- Tier 2 Social Emotional Learning (SEL) Groups
    - o SEL Groups provide direct instruction for students on areas of needed growth (i.e., anger management, social skills, conflict resolution, self-advocacy).
- Check-in Check-Out
    - o Students check in with designated facilitators before the beginning and at the end of each school day to receive positive contact, reminders of school-wide expectations, etc. At the end of each class period, teachers provide behavioral feedback on a Daily Progress Report Card.
- Conflict Resolution
    - o Students are supported and empowered to take responsibility for peacefully resolving conflicts. Students are taught skills including anger management, active listening and effective communication.
- Restorative Justice Practices
    - o Interventions are designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation. Restorative practices include engaging with a student in a restorative dialogue, supporting students to make an apology and repair harm, facilitating a restorative circle, etc.

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
- Detention
- In-school suspension
- Out of school suspension
- Expulsion

The school will implement a Case Management team (CMT) and Emergency Safety Intervention (ESI) as referred to in the Student Conduct and Discipline Policy. Use of the CMT or ESI will be implemented to maintain the safety of a student and other students in the school.

Behavior Response Chart

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 (attempting as well as willfully completing)
- 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 usually be used first.

Escalating Factors

During the course of a school year, a student's first violation of a given behavior violation 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 3 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 a 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.

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).

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).

4. *Repeated Acts of Misconduct* – If, during the course of the school year, a student engages in multiple acts of misconduct at a single response level, subsequent incidents will be subject to the disciplinary consequences under the next, higher response level.

Suspension (Response Level 3 and Response Level 4)

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.

Discipline Plan (Leveled Consequence Chart)
These expectations apply in the classroom, gym, cafeteria, playground, hallway, bathroom, assembly, before/after school, on school grounds, and school sponsored activities.

Level	Level 1	Level 2	Level 3	Level 4
Level Descriptors	Level 1 behaviors are <u>minor expectation</u> violations that are brief, non-serious, low in intensity, yet inappropriate. Consequences are mild, given by the teacher and are carried out within the classroom or another classroom.	Level II behaviors are <u>more serious</u> and deliberate in nature based upon the frequency and intensity of the behavior. Consequences are given by the teacher and are carried out within the classroom or another classroom or as after school detention.	Level III behaviors include serious/repeated fighting, harassment and verbal abuse that violate the dignity, well being, and safety of another person. These behaviors will not be tolerated and will result in an immediate referral to the Administration	Level IV behaviors are extreme behaviors that result in immediate removal from the school by the Administration.
Possible Consequences may include but not limited to:	• Verbal correction • Apology • Loss of privileges • Dress Code (will be sent to office to change into proper uniform. If no uniform is available student will call	• Verbal correction • Communication with parent/ guardian • Reflection Time and IB Reflection Sheet • Clean-up duty • Loss of privileges	• Verbal correction • IB Reflection Sheet • Communication with parent/guardian • Loss of Privileges • Suspension (in or out of school)	• Verbal correction • Meeting with parent/guardian • Loss of Privileges • Suspension/Expulsion • Referral to School Counselor • Restitution

home and return to class until uniform is brought to school). • If wearing a hoodie, it will be taken by the teacher and the student may get it back from the teacher at the end of the day. • IB Reflection Sheet • Restitution	• Restricted Privilege (lunch in lobby, restricted recess activities, buddy required, etc.) • Contract signed by student and parent • Lunch detention. Dress Code (see under Dress Code) • Restitution	• After school detention • Restitution • Police Referral or proper authority • Behavior plan	• Police Referral or proper authority • Behavior plan • Appear before the Case Management Team (CMT)

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, in the cafeteria, other areas of the School building, during field trips, and during other school-sponsored activities.

Effective Instructional Practices for Teaching Student Expectations

The School will implement a curriculum using a variety of teaching strategies to establish expectations and instruct students regarding self-discipline, citizenship, civic skills, and social skills (e.g., Love and Logic, Second Steps, IB Profiles and Attitudes).

School staff will begin communicating and teaching behavior expectations as well as self-discipline, citizenship, civic skills, and social skills beginning on the first day of each school year. The School will schedule teaching behavior during the beginning and throughout the year. The School will develop a procedure for teaching 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. Data will be used to determine when specific behavior 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.
- Orientation assemblies at the beginning of the year.
- Expectations posted throughout the School.
- Daily announcements and newsletters include reminders.
- All personnel model desired behavior.

School and classroom procedures will be taught through the method of:
- Teach the procedure by explaining it clearly.

- Model the procedure by showing students how the procedure is done.
- Practice the procedure together and make necessary adjustments.
- Review the procedure and provide feedback.
- Praise and give extra encouragement to those who need it.
- Conduct periodic reviews of procedures and revise them as needed.

Social and academic teaching will be integrated within and across the curriculum. Expected behaviors will be taught through the process of:
- Using multiple examples, both positive and negative
- Teaching in settings where the behavior is expected to happen
- Providing frequent positive practice with useful corrections
- Acknowledging and reinforcing expected behavior
- Regularly and positively reinforce the IB attitudes and attributes

Behavior expectations in classrooms, hallways, cafeteria, restrooms, and playground will be communicated to students.

The School will emphasize instruction in the following social skills:
- Accepting "No" for an answer without arguing
  - This means that when a student asks an adult for something and that person says "No," the student should accept the answer without arguing or getting upset.
- Following directions
  - This means that when an adult gives a student a request, the student acknowledges the request and does it within a short period of time.
- Not interrupting
  - This happens when a student wants to tell an adult something or ask for something from an adult who is engaged or busy. Instead of interrupting, the student waits quietly until the adult is not busy and then speaks to the adult.
- Making requests of adults
  - This means asking for something or for help in a polite and friendly voice.
- Thanking adults
  - This means that when an adult says or does something for a student that makes them feel good or helps them, the student says "Thank you" to the adult.

Systematic Reinforcement of Expected Behaviors

The School will provide regular, frequent, and positive acknowledgements and reinforcement for student displays of academic and social behavior success. Staff members will make efforts to ensure that students receives positive interactions with adults and acknowledge and promoting appropriate behavior.

All staff members will recognize students that they witness demonstrating behavior that satisfies specific behavior expectations (i.e., shout out slips, nominate for IB leader monthly recognition, nominate for principal recognition Outstanding student, etc

Staff members will also recognize and congratulate students for demonstrating behavior that satisfies specific expectations.

Uniform Methods for Correction of Student Behavior

As discussed above, the School recognizes that behavior usually happens for and is maintained by the desire for one or more of the following:
* Obtain or avoid something tangible, including an activity or task
* Obtain or avoid teacher or peer attention
* Obtain or avoid physiological, mental or sensory stimulation of some kind

In order to effectively reinforce desired behavior, the administration and staff will:
* Clarify specific behaviors being targeted
* Focus on the presence of responsible behaviors versus the absence of irresponsible behaviors
* Reinforce both improvement and mastery of desired behaviors
* Provide reinforcement that is meaningful and positive
* Provide opportunities for all students
* Increase the ratios of positive to negative interactions with students
* Structure and organize school settings to promote desirable behavior.
* Teach students how to behave responsibly in all school settings.
* Observe and properly supervise student behavior.
* Correct irresponsible behavior calmly, consistently, and immediately in the setting in which the behavior occurred.
* Work with students in the learning environment, whenever possible, limiting time spent outside of class for discipline or reflection to a minimum amount.

Annual Data-Based Evaluations of Efficiency and Effectiveness

Staff members will document on the designated behavior incidence platform (i.e., Aspire) those incidences that rise to the level necessary for data gathering purposes.

Behavior data will be analyzed by a team comprised of administrators, counselor(s) and teachers on a monthly basis. The results will be shared with the 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 questions such as, but not limited to:
* 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, cafeteria, playground)?
- Do students treat staff respectfully in (classrooms, halls, restrooms, cafeteria, playground)?
- Do staff treat students respectfully in (classrooms, halls, restrooms, cafeteria, and playground)?
- What behaviors in this area make students/staff feel unsafe or disrespected?

The results of the survey will be analyzed by a team comprised of administrators, counselor(s) and teachers. The results will be shared with the all staff members and will be used to plan adjustments and areas of emphasis in addressing behavior issues.

Staff Development Program and Training of Appropriate School Personnel

The School expects all staff members to model positive social behaviors and values that are expected of students.
The School will ensure that staff members receive training through, but not limited to Love and Logic, IB attitudes and profile, Second steps and engagement strategies.
on:
- crisis intervention training and emergency safety intervention (school counselor(s) will receive annual training)
- development of student behavior expectations
- effective instructional and intervention strategies practices for teaching and reinforcing behavior expectations

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 of 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. The emphasis will be on labeling the behavior, such as name-calling, teasing, intimidation, verbal aggression, etc. Bullying behavior will be described in connection with the context in which it occurs, such as cyberspace, hallway, field trips, or some other specific setting.

The school will define bullying as including the following three prongs: 1) intentional, unwanted, aggressive, hurtful action, 2) involving a real or perceived power imbalance, 3) behavior is repeated over time.

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 prevent bullying and other disruptive behavior.

At Tier 1, all students and staff are taught about how to behave in safe, respectful, and responsible ways across all school settings. The emphasis is on teaching and encouraging positive social skills and character traits. Effective Tier 1 prevention strategies are intended to support most students and then to identify when more intensive and specialized (Tier 2 and 3) is required. The strategy 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 daily 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 2 supports are provided a list of additional resources 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 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, a member of the school administrative or counselor will respond to the report within 24 hours. However, a response may not occur during non-school days, including weekends.

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.