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

Four 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

<u>Principles of Behavior</u>

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.
- Predictable
- 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.

<u>Role of Adult Behavior</u>

The School recognizes that:
- Changes in student behavior require effective environments.
- Creating effective environments first requires changing the behavior of the adults in the environment.
- Changing adult behavior requires effective support systems.

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.

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 support the school wide rules or PEAKS program…

PEAKS—School wide Rules are being implemented this year to provide more consistency for students in all grade levels.

- P= Prepared to Learn
- E= Engage with Effort
- A= Attitude of Gratitude
- K= Kindness to everyone
- S= Silent transitions

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.

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 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

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.

<u>Classroom Rules and Consequences</u>

Teachers should support the school wide 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.

Teachers may work collaboratively with students to develop additional classroom expectations for classroom rules, expectations, and consequences.

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.
    - o 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.
    - o 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.
    - o Consequences should be consistent from student to student, and delivery of consequences should always address the particular behavior in question, not the student and his or her 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 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. Given certain circumstances, some misbehaviors warrant the use of disciplinary responses in addition to intervention strategies.

STOIC System for Classroom Management

- o **S**tructure – Organize the classroom for success
    - o Teachers will create and use an effective daily schedule.
    - o Physical space will be arranged effectively.
    - o Teachers will use appropriate attention signals.
    - o Teachers will establish 3-5 positively stated classroom rules that describe specific and observable behaviors that students are expected to exhibit at all times.

- o **T**each Expectations – Teach students how to behave responsibly in the classroom
  - o 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 **O**bserve – Supervise and monitor student behavior
  - o Circulate and scan the classroom
  - o Model friendly, respectful behavior while monitoring
  - o Track classroom behavior problems to gather data
- o **I**nteract positively with students
  - o Interact with all students in a welcoming manner
  - o Display enthusiasm
  - o Offer non-contingent attention
  - o Strive for a 4 to 1 ratio of positive to negative interactions
  - o Provide positive feedback that is:
    - Accurate
    - Specific and descriptive
    - Contingent
    - Age appropriate
    - Fits personal style
- o **C**orrect inappropriate behavior fluently so as to not disrupt the flow of instruction
  - o 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
  - o Attributes:
    - Calmly
    - Consistently
    - Immediately
    - Briefly
    - Respectfully

Intervention Strategies

Intervention strategies are actions that provide opportunities for instruction, assessment and restoration. Examples of intervention strategies that may 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
  - 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. This is appropriate for students who have needs addressed in an IEP
- Tier 2 Social Emotional Learning (SEL) Groups
  - SEL Groups provide direct instruction for students on areas of needed growth. Examples include anger management, social skills, conflict resolution and self-advocacy.
- Check-in Check-Out (CICO)
  - Students check in with designated CICO facilitators before the beginning and at the end of each school day to receive positive contact, pre-corrects, 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
  - 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
  - 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
  - Students lose opportunities in the classroom such as participating in free time activities, etc.
- Detention

- o Students are assigned to an alternate location during recess, lunch or after school.
- In-school suspension
  - o Students are removed from the classroom environment and assigned to work in a designated space within the School for up to one day.
- Out of school suspension
  - o 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
  - o Students are removed from the School environment following the process established in the Student Conduct and Discipline Policy.

Behavior Response Chart

The Behavior Response Chart below is provided to guide staff and administrator decisions about how to respond to student misbehavior. 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 (4) levels of possible response to inappropriate and disruptive behavior (response levels). Each behavior is assigned to one or more response level. School staff are expected to use only the response levels identified for each behavior. 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.

Progressive responses are confined to the current school year. At the beginning of each new year, every student begins with a "clean slate" and responses to inappropriate and disruptive behavior should be 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 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).
A significant loss of instructional time results when the combined amount of loss 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, 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.

School staff will begin communicating and teaching behavior expectations as well as self-discipline, citizenship, civic skills, and social skills on the first day of each school year. The School will teach appropriate behavior, procedures, and expectations during the first two weeks of school and throughout the year. 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 student handbook and rules.
- Classroom expectations meetings at the beginning of the year and after breaks in school.
- Expectations posted throughout the School.
- School wide announcements and newsletters include reminders.
- School 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 immediately.
- Review the procedure and provide feedback as needed.
- Praise and give extra encouragement.
- 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
- Teaching it the same way academic content is taught

Behavior expectations in classrooms, hallways, cafeteria, 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:
- 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 others
  - This means that when an person says or does something for a student that makes them feel good or helps them, the student says "Thank you" to the person.

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 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.

All staff members will recognize students that they witness demonstrating behavior that satisfies specific behavior expectations by providing students with positive feedback, support, and eligibility for school wide incentive programs.

Staff members will also recognize appropriate student behavior by providing "I notice" statements to students and actively and regularly offer immediate and specific praise by congratulating 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 School 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
- Increase the ratios of positive to negative interactions with students

In order to improve behavior, the School recognizes that staff members can modify five variables:
- 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.
- Interact positively with students.
- Correct irresponsible behavior calmly, consistently, and immediately in the setting in which the behavior occurred.

Annual Data-Based Evaluations of Efficiency and Effectiveness

Staff members will document on a behavior referral form any incidences that rise to administration for data gathering purposes. Documentation will be submitted to the front office. [Consider making sure documentation identifies the category/type of the incident (defiance of authority, disruption of class instruction, inappropriate language, fighting, disrespectful to adult, inappropriate touching, etc.), the severity, gender of student, grade of student, teacher, and the location.]

Behavior data will be analyzed by a team comprised of a behavior committee on a monthly basis. 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 members and students will be asked about behavior in the annual student survey and may include examples the following 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, cafeteria, playground)?
- Do students treat staff respectfully in (classrooms, halls, restrooms, cafeteria, playground)?
- Do staff treat students respectfully in (classrooms, halls, restrooms, cafeteria, 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 committee. 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.

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

(development of 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)

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 staff members receive training in:
- crisis intervention training and emergency safety intervention consistent with evidence-based practice
- development of 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.

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. 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 be described in connection with the context in which it occurs, such as cyberspace, hallway, field trips, or some other specific setting.

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 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 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) accessible resource ideas for school-family-community mental health supports.

Notice to Employees

The administration will distribute this Plan to employees by 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, the school counselor and/or administration will work to address the concern within one school day of receiving the notification. However a response to a report may not occur during non-school days including weekends and holidays.

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.