

Upland Terrace Elementary School

Comprehensive Plan for Student Conduct

(R277-609; R277-613, 53A-11-902; 53A-11-910; 53A-15-301; 53A-11a-301)

Updated: September, 2017



I. Standards for Student Behavior Expectations for School and Classroom Management

Granite School District Commitment: Every school in Granite School District will offer a learning environment where SAFETY, RESPONSIBILITY, and RESPECT prevail and where every student receives support toward achieving academic goals and personal aspirations.

At Upland Terrace, students are expected to be RESPECTFUL, RESPONSIBLE and SAFE.

- Students will respect themselves, others and property.
- Students will be responsible for their behavior, learning, and work.
- Students will follow directions.

II. Systematic Methods for Reinforcement of Expected Behaviors

Students may receive the following for demonstrating expected behaviors:

- Social acknowledgement and positive praise
- Classroom reward activities
- Superbucks
- Menu of school-wide rewards assigned to Superbuck amounts (rewards vary)

III. Strategies for Adult Supervision

Administrators, teachers, and staff members are trained in the expected behaviors and consequences at Upland Terrace Elementary. Student behavior is monitored by one or more of the following: office discipline referrals (Educator's Handbook), targeted and individualized behavior contracts, individual goal and progress trackers and Buddy Box notes. In addition:

- Administrator: Receives training from district specialists on behavior management strategies and reporting annually.

- Teachers: Receive training annually on behavior expectations and consequences, student contracts and data trackers, and communication with parents.
- Staff: Receive training on behavior tracking and reporting, contracts and work trackers.

IV. Abuse and Use of Alcohol and Controlled Substances by Students

If a report of a prohibited act related to controlled substances, alcohol, or drug paraphernalia is made, the violation will be immediately reported to the student's parent or legal guardian and the appropriate law enforcement agency.

V. Gang Prevention and Intervention Strategies

At Upland Terrace, we focus on pro-social behavior. If a student or group of students needs intervention, we discuss the behaviors during an MTSS session, and plan prevention/intervention strategies accordingly. (See part XII.)

VI. Defining, Prohibiting, and Intervening in Bullying, Cyber-bullying, Harassment, Hazing, and Retaliation

School Safety

Unsafe conduct and disrupting school programming or student activities violates district policies. Among other things, District policies prohibit: threats or acts of violence; possession of real or look-alike weapons, explosive, noxious, or flammable material; gang activity; criminal or disruptive behavior; destruction or defacement of property; willful disobedience or persistent defiance of authority; and possession of illegal drugs, alcohol, or other prohibited substances.

Bullying, Cyberbullying, Hazing, and Retaliation

Bullying, cyberbullying, hazing, and retaliation can also disrupt a student's right to a respectful school atmosphere. Any bullying, cyberbullying, hazing, retaliation, or related conduct is unacceptable. Administrators, teachers, counselors, social workers, and psychologists in every school are trained to respond to incidents of bullying, cyberbullying, hazing, and retaliation.

Generally speaking, bullying, cyberbullying, and hazing have common elements or characteristics:

- an intent to cause distress or harm
- a relationship in which there is an imbalance of power or strength
- repeated acts, words, and gestures (or in some cases, one egregious act) of violence, intimidation, humiliation, or social isolation

Bullying, cyberbullying, hazing, and retaliation may exist in various forms including, but not limited to, physical violence and aggression, verbal or written assaults or attacks, and/or social or psychological isolation, manipulation, or deprecation. Conduct may involve direct and open attacks against a victim, but conduct can also be indirect or subtle in nature (e.g. spreading rumors or enlisting another student to engage in conduct). Bullying, cyberbullying, and particularly hazing may exist in circumstances in which victims or targets acquiesce or consent to the conduct. Bullying, cyberbullying, hazing, and retaliation may also constitute civil rights violations in circumstances where a victim is targeted based on one or more protected classes.

Discrimination and Harassment

Granite School District complies with all civil rights laws and regulations. As such, the District prohibits all discrimination, harassment (including sexual harassment), and retaliation against any individual based on race, color, sex, pregnancy, religion, national origin, age, marital status, disability, sexual orientation, or gender identity in its educational programs, activities, admissions, access to facilities, or other treatment. Discriminating or harassing behavior targeted at an individual or group of individuals often takes one or more of the following forms:

- committing aggressive or violent physical acts or making threats of the same
- unwelcome communication, jokes, stories, pictures, gestures, or displays of offensive material
- isolating, humiliating, or demeaning an individual or intentionally excluding from participation in or access to any facilities, programming, activities, employment, or other benefits
- using epithets, slurs, or negative stereotypes or engaging in name calling, verbal abuse, or offensive comments
- creating graffiti, drawings, or other symbolic communication with threatening messages, degrading descriptions, or stereotypical caricatures

Sexual harassing behavior can be particularly disruptive. Sexual harassment typically involves offensive or unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or unwelcome communication of a sexual nature targeted at another individual based on that individual's sex, sexual orientation, gender identity, or conformance/non-conformance with a real or perceived gender or sexual stereotype that creates an intimidating, hostile, or offensive educational environment.

Reporting and Correcting

The best resources for identifying and addressing incidents of unsafe behavior, discrimination, harassment, bullying, cyberbullying, hazing, and retaliation are students and staff. Granite School District provides several avenues for reporting:

- **every school posts the contact information of two or more administrators or staff members that will receive reports**
- many schools have "Buddy Boxes" or other similar locations for making written reports
- the District Safety Hotline is available if students are aware of any dangerous situations involving bullying, weapons or unsafe behavior - **Phone: (801) 481-7199, Text: (801) 664-2929**
- students can use the **SafeUT** application on their phones
- students can make a verbal or written report to any teacher or other staff member

Granite School District will promptly investigate all reports and take appropriate steps to eliminate the offending conduct, address its effects, and prevent it from reoccurring. In addition to making complaints to school administrators, complaints may be filed with a Designated District Official (identified below). The District will attempt to resolve issues working collaboratively with parents, guardians, and patrons at the lowest possible level. If civil rights concerns cannot be resolved at the school or District level, complaints may be filed with the Office for Civil Rights, Region VIII, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, Colorado 80204.

Prohibitions described above shall be enforced for conduct occurring outside of school, school hours, or school-related activities if the conduct materially disrupts the educational environment. Students found in violation of District policies regarding school safety, discrimination, harassment, bullying, cyberbullying, hazing, and retaliation may subject themselves to student discipline including parent/guardian conferences, suspension/expulsion, referral to law enforcement, placement in an alternative program, and/or other consequences and action steps appropriate for the circumstance.

VII. *Standards for Dealing with Students who Cause Disruption in the Classroom, On School Grounds, on School Vehicles, or in Connection with School-Related Activities or Events*

The table below list Level 1 (less severe), and Level 2 (more severe) behaviors and consequences. Teachers are encouraged to inform parents of repeated Level 1 behaviors, and include them in the intervention process if needed.

<p><u>Level 1 Behaviors</u> (handled by teacher/classroom level)</p> <ul style="list-style-type: none"> • Not keeping hands to self • Disrespectful language • Misuse of equipment • Electronics at school • Disrupting class 	<p><u>Level 1 Consequences</u> (handled by teacher/classroom level)</p> <ul style="list-style-type: none"> • Immediate verbal correction • Time out/ seat away • Card pull/clip down • Loss of privilege • Teach a skill • Student apology • Discipline Referral • Parent Contact
<p><u>Level 2 Behaviors</u> (handled by principal)</p> <ul style="list-style-type: none"> • Intentional/repeated physical contact • Fighting/ Threats • Bullying/cyber-bullying • Vandalism • Theft • Profanity • Safe School Violations • Extreme truancy • Harassment/intimidation 	<p><u>Level 2 Consequences</u> (handled by principal)</p> <ul style="list-style-type: none"> • Verbal warning • Discipline referral • Restitution/apology letter • Loss of privilege • Behavior contract • Parent contacted by administrator • Parent/teacher/administrator conference • Safe school referral • In/out school suspension

VIII. *Use of Reasonable and Necessary Physical Restraint or Force in Dealing with Disruptive Students*

Use of physical restraint or force is prohibited unless a student’s behavior escalates to the point that the student and/or others is in imminent danger. Teachers are trained to prevent the need for restraint by using prevention and de-escalation strategies.

IX. *Imposition of Disciplinary Sanctions, Including Suspension and Expulsion*

The Safe School guidelines and research-based best practices are considered before consequences are administered. Our goal is to PREVENT behaviors before they occur to avoid negative consequences –including suspension and expulsion.

X. Notice to Parents, Students, and Staff of the Conduct Standards, Policies and Procedures

During the first week of school, students and staff review school-wide behavior expectations, rewards and consequences. This information is also shared with parents. It is included as a page in our student planners and folders.

XI. Ongoing Staff Development Program Related to each of the Components Above

The school-wide behavior plan is reviewed with teachers at the opening faculty meeting before school begins. Some training also takes place during our MTSS meetings. (See section XII.)

XII. Uniform Methods for Annual School Level Data-Based Evaluations of Efficiency and Effectiveness of the Plan

At Upland Terrace, we hold MTSS meetings once every four to six weeks. This is our Student Support Process. Grade level teams meet with our school level behavior and academic experts (instructional coach, social worker, special education teacher, speech language pathologist, and principal). Teachers review academic and behavior data for their students and discuss which students may need extra support or intervention. They discuss how they might work together or utilize school-based resources to provide/improve support or intervention. The specialists assist with recommendations for intervention, data tracking, documentation and data analysis. If applicable, the referral process for a 504 Accommodation Plan or special education services is reviewed.

This MTSS meeting structure allows for routine analysis of classroom and school system effectiveness. If something is not working for students based on the data, changes are implemented.