



Valley Academy Behavior Plan

I. Purpose

- a. Each student has unique personal, social and emotional needs. As a result, each disciplinary situation becomes singular in nature. Consequences for inappropriate choices provide the best learning value when matched to the situation. Research proves when students see a connection between their behavior choices and resulting consequences they learn from their mistakes.
- b. Our goal is to develop students academically and help them become responsible citizens who demonstrate appropriate social behavior. We believe emotional growth and well-being depend on the development of positive, honest relationships. This is why we have carefully chosen Social/Emotional learning as a pillar of education at Valley Academy.

II. Policy and Procedure

- a. The Valley Academy staff dedicates itself to these beliefs that provide a guide for dealing with behavior. They guide our attempts to individualize disciplinary procedures and to help students see direct connections between their behavioral choices and the resulting consequences.
- b. All students need a school-wide system of support with social/emotional learning training which includes positive proactive consequences, active supervision and monitoring, firm, fair and connected accountability.
- c. A small number of students may need classroom and small group strategies and further interventions to be successful.
- d. Mentors, increased academic support, self-management assistance and consistent consequences are strategies to assist in growth and academic achievement.
- e. An even smaller number of students may need intensive, individual interventions with multi agency interventions and planning. For major infractions of safe school issues, other interventions are indicated in the following provisions.
- f. The following directives incorporate principles of social/emotional learning and Valley Academy operates with the following principles as a guide and expects all staff members to do the same:
 - i. We will react without anger or haste when problems arise.
 - ii. We will guide students toward personal responsibility.
 - iii. Students will not be humiliated or demeaned.
 - iv. We will work with the student, parent, and teacher to find an appropriate consequence.
 - v. We will make every effort to help the student understand the consequences of

choices made.

- vi.** If a student feels they are being treated unfairly, the student has the right to state their case and request a meeting with the parent and teacher to discuss the student's feelings. Consequences may or may not change depending on the outcome of that meeting.
- g.** Teachers are the primary managers of student behavior in their classrooms. They will set up their own classroom behavioral expectations, procedures. Those expectations and procedures must align to Valley Academy's principles of social/emotional learning and Behavior Plan. The administration will act as a support to the teachers as they work with their students. Valley Academy support staff will also utilize the Behavior Plan to guide their management of student behavior. In the event that a teacher or support staff has followed the Behavior Plan and needs additional support they will contact an administrator to assist. Ultimately consequences rest with the teacher and administrators. They will use the attachments, "Consequences for Inappropriate Choices" and "Valley Academy Behavior Plan," as a guide when determining consequences.

Consequences for Inappropriate Choices

LEVEL I

1. Behavior that interferes with or disrupts the processes of teaching and learning of student/others and occurs at school or school-related activities.
2. Refusal to follow directions and failure to respond to reasonable requests.
3. Behavior that is generally managed by an adult present in that setting with a brief intervention.

Examples (intended to illustrate, not limited to) of Student Misconduct at school or at school related activities:

- Cheating on homework
- Cheating on tests/plagiarism or school projects
- Failure to carry out teacher/adult directions
- Mild physical contact such as roughhousing
- Disrespectful and inappropriate behavior
- Mild and occasional use of profane language
- Minor computer/electronic device misuse
- Defiance of authority
- Insubordination (refusal to comply) regarding student clothing that is distracting or in violation of the school dress code
- Leaving school grounds without permission

Minimum: Redirect behavior and reminder of classroom rules and behavior expectations.

Maximum: Office referral and/or parent contact.

The following prevention strategies and interventions/responses should be considered and applied where appropriate:

Prevention:

- Teaching classroom rules and behavior expectations
- Teaching/reminder of self-awareness, social awareness, responsible decision making, self-management, and relationship skills
- Teaching/reminder of behavior escalation patterns
- Provide supplemental instructions
- 5-1 positive reinforcement
- Pre-arranged signals
- Proximity control
- Precision requests

Intervention:

- Minor conferencing
- Trauma sensitive location
- Restorative classroom circle/conversation on community building
- Restorative classroom circle: conversation on classroom rules and behavior expectation

- Individual coaching using affective statements or restorative questions
- Referral to self-guided behavior skills modules
- Parent contact

LEVEL II

1. Repeated or significant Level I infractions that occur at school or at school-related activities.
2. Prohibited behavior directed toward another student, staff, volunteer, etc.
3. Behavior that is generally managed by an adult present in that setting with a brief intervention; may include assistance from a support staff.

Examples (intended to illustrate, not limited to) of Student Misconduct at school or at school related activities:

- Throwing potentially dangerous objects at a person (such as rocks, pencils, scissors)
- Physical or verbal harassment that is *not* sexual in nature
- Sexual harassment (verbal or nonverbal that denigrates)
- Retaliation toward any victim/person reporting discrimination/harassment
- Severe disrespect, conduct and insolence when refusing to comply with directives, including use of profanity directed at adults
- Repeated use of profanity and/or racial slurs directed at another student
- Petty vandalism (e.g., writing on desks, destroying school materials, valued under \$100)
- Theft/larceny (under \$100)
- Forging signatures of parents
- Transient threat
- Showing clear signs of being *under the influence* of alcohol or controlled substance (this does not include possession or distribution)
- Smoking/vaping/chewing/using/possessing tobacco and/or nicotine products (includes all use of e-cigarettes and possession-of a lighter)
- Possessing drug paraphernalia
- Possessing and/or use of pornography (includes sexting)
- Bullying and cyberbullying/intimidation
- Gang activity
- Trespass

Minimum: Redirect behavior and parent contact.

Maximum: Out-of-school 10-day suspension with re-entry plan back into the classroom/school. Multi-Tiered Systems of Support (MTSS) shall be implemented before suspending unless the behavior poses a risk of harm to students or school employees.

The following prevention strategies, interventions and responses should be considered and applied where appropriate:

Prevention:

- Teaching classroom rules and behavior expectations
- Teaching self-awareness, social awareness, responsible decision making, self-management,

and relationship skills

- Teaching/reminder of behavior escalation patterns
- Role-playing of appropriate behavior
- Provide supplemental instructions
- Positive behavioral supports/systematic reinforcement of expected behaviors
- Antecedent-Behavior-Consequence Observation (Functional Behavioral Analysis)
- Behavior Intervention Plan/Behavior Contract

Intervention:

- Office referral (meeting with school administrator and/or counselor)
- Trauma sensitive location
- Parental Notice of Disruptive Student Behavior
- Parent meeting
- Provide parents with list of resources
- Loss of privileges
- Classroom seating change
- Restorative classroom circle: conversation with the restorative questions (apology)
- Restorative classroom circle: conversation on developing skills
- Restorative classroom circle: conversation on problem solving
- Referral to self-guided behavior skills modules
- For transient threats, conduct a school-level threat assessment
- Consult with school counselor, social worker, school psychologists, mental health specialist and/or school resource officer
- Referral to student support team and/or IEP
- In-school suspension for 1-2 days
- For smoking infractions, referral to smoking cessation course
- Referral to after school intervention
- Referral to community service (ex: school or community clean-up project)
- Referral to community-based services (anger management, prevention)

LEVEL III

1. Repeated or significant Level II Infractions that occur at school or at school-related activities.
2. Behaviors targeting others or school property and/or causing safety concerns/issues to self or others.
3. Behavior that generally requires assistance from additional VAC staff and/or community resources.

Examples of Student Misconduct at school or at school-related activities:

- Sale and/or distribution of a controlled substance
- Dangerous or destructive behavior in any educational setting including school bus, vehicle, etc.
- Defacing/vandalizing school property
- Using obscene, indecent, biased language or behavior, including racial slurs, offensive gestures
- Sexual offenses including harassment; including sexual advances, violence, exploitation (may also constitute a crime)
- Repeated ongoing efforts to bully and/or cyberbully (as defined in Utah Code 63G-9-601)

- endangering the emotional, physical health or safety
- Hazing as defined in Utah Code 53G-9-601(5)
- Physical assault/use of force
- Realistic threat involving use of a weapon and/or the actual use of a look-alike or real weapon
- Possession of incendiary device with intent to harm a person or property
- Terroristic threat
- Extortion
- Forgery
- Theft of school property
- Other, as deemed significant offenses by administration.

Minimum: Suspension for up to 10 days with reintegrative/re-entry plan back into the classroom.

Maximum: Recommendation for temporary disciplinary transfer (long term suspension) or expulsion. Referral to Juvenile Court (for class C misdemeanors referrals may be made ONLY when refusal to participate in intervention).

The following interventions and responses should be considered and applied where appropriate:

Prevention:

- Small group skill instruction on conflict resolution, emotional regulation
- Adult/peer modeling of desired behavior
- Role-playing appropriate behavior
- Behavior tracking
- Mentoring (check in/check out & check and connect)
- Self-guided behavior skills modules

Intervention:

- Referral to student support team and/or IEP
- Referral to school/district behavior specialist
- Functional behavior assessment
- School conduct/behavior contract or Behavior Intervention plan
- Restoration/compensation
- Restorative classroom circle/conversation on repairing harm
- Consider change of classroom placement
- Loss of privileges
- For substantive threats conduct a school level threat assessment
- Consult with school administrator, counselor, social worker, school psychologist, mental health specialist, and/or school resource officer
- Detention for 1-5 days (lunch, recess, after school)
- In-school suspension for 3-5 days
- Referral to after school intervention
- Referral to community-based services
- Referral to behavioral support center
- Referral to community-based counseling
- Referral to juvenile court