



Early Light Academy Administrative Student Conduct and Discipline Plan

The goal of Early Light Academy (ELA) 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.

ELA intends for its student conduct practices to:

- Build a positive school environment that enhances school climate and safety.
- Teach and reinforce appropriate behaviors.
- Increase instructional time and academic performance.
- Create meaningful and durable behavior and lifestyle outcomes for students.

Principles of Behavior

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.

ELA's approach to student behavior considers the following principles:

- Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
- Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
- Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
- Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
- Misbehaviors will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.

- Students will be encouraged to request a “due process” hearing whenever consequences appear to be unfair.
- School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

The ABCs of Behavior

ELA will consider and handle student behavior as follows:

- **Antecedents**
 - Identify the event or stimulus (trigger) that occurs before the behavior. For example need/avoidance of attention, sensory stimulation or tangible object, tasks or activities.
 - These increase the likelihood that problem behavior will occur.
 - Identification helps inform prevention strategies.
- **Behavior**
 - Identify the observable, measurable action.
 - Identification of behaviors helps determine new skills to teach as replacement behavior.
 - Understand and develop a plan.
 - What problem behaviors are occurring most often?
 - When and where are the problem behaviors occurring?
 - Who is involved?
 - Prevent by altering the environment.
 - Teach replacement behaviors.
 - Reward appropriate behaviors.
 - Evaluate effectiveness of plan.
- **Consequences**
 - 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.

Role of Adult Behavior

ELA 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 school-wide support and implementation of Love and Logic and Leader in Me programs.

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.

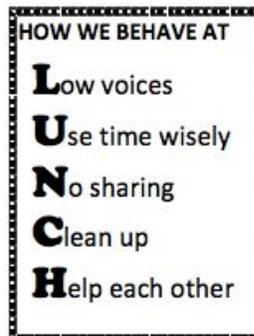
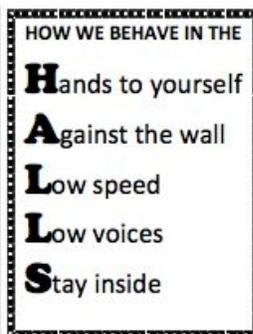
Students should:

- 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

ELA recognizes that setting and communicating school-wide expectations is an important step in establishing an effective behavior system. Accordingly, all students, staff, and school visitors are expected to demonstrate the following behaviors (differentiated for K-4 and 5-9 as outlined below):

Students in grades K-4 will have signs, such as the ones below, posted throughout the school to remind them of expectations:



Students in grades 5-9 will have Phoenix Will Rise posters displayed throughout the school.

- 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 different from you
 - Respect the right of others to think differently than you
- Be **Responsible**
 - Take ownership for your actions
 - Be on time and ready to learn
 - Follow classroom and school rules
 - Do/Produce your own work
 - Be a learner

- **Be Inclusive**
 - Work as a team
 - Use encouraging words when talking to peers
 - No one should feel alone
 - Take risks and include new people
- **Be Safe**
 - Behave in ways that make the school a positive place
 - Report bullying, harassment or unsafe incidents
 - Refuse to spread rumors or gossip
 - Find trusted adults who can mentor and support you
- **Be Engaged**
 - Listening, body-eye contact, quiet hands, and mouth
 - Participate! Give opinions in an appropriate manner and work as a team
 - Stay present: Be in the moment

PHOENIX WILL RISE

EARLY LIGHT ACADEMY	CLASSROOM	HALLWAY	COMMON AREAS	OUTSIDE	LUNCHROOM	AUDITORIUM
RESPECTFUL and RESPONSIBLE	LOOKS LIKE: KYHFOOTY	LOOKS LIKE: KYHFOOTY, Be on time	LOOKS LIKE: KYHFOOTY, Leave area Clean	LOOKS LIKE: KYHFOOTY	LOOKS LIKE: KYHFOOTY AND Clean UP	LOOKS LIKE: KYHFOOTY
INCLUSIVE	LOOKS LIKE: SYNERGIZING EFFECTIVELY	LOOKS LIKE: BE FRIENDLY, RESPECT OTHER PEOPLE'S SPACE	LOOKS LIKE: RESPECT OTHER PEOPLE'S SPACE	LOOKS LIKE: SHARING SPACE, SPORTSMANSHIP	LOOKS LIKE: RESPECT OTHERS SPACE & BE FRIENDLY - NO ONE EATS ALONE	LOOKS LIKE: RESPECT OTHERS SPACE
	SOUNDS LIKE: KIND, ENCOURAGING, AND APPROPRIATE WORDS	SOUNDS LIKE: KIND, ENCOURAGING, AND APPROPRIATE WORDS	SOUNDS LIKE: KIND, ENCOURAGING, AND APPROPRIATE WORDS			
SAFE	LOOKS LIKE: I'm in charge of me	LOOKS LIKE: KYHFOOTY, *SCREENS TO YOURSELVES	LOOKS LIKE: KYHFOOTY, *SCREENS TO YOURSELVES	LOOKS LIKE: USING EQUIPMENT APPROPRIATELY	LOOKS LIKE: KYHFOOTY	LOOKS LIKE: SIT IN CHAIRS APPROPRIATELY, WITH BOTH FEET ON THE FLOOR
	SOUNDS LIKE: LISTEN TO AND FOLLOW INSTRUCTIONS	SOUNDS LIKE: KIND, ENCOURAGING, AND APPROPRIATE WORDS	SOUNDS LIKE: KIND, ENCOURAGING, AND APPROPRIATE WORDS	SOUNDS LIKE: LISTEN TO AND FOLLOW INSTRUCTIONS, KIND, ENCOURAGING, AND APPROPRIATE WORDS	SOUNDS LIKE: USE KIND, ENCOURAGING, AND APPROPRIATE WORDS	SOUNDS LIKE: LISTEN TO AND FOLLOW INSTRUCTIONS
ENGAGED	LOOKS LIKE: A LISTENING BODY, AND ON TASK	LOOKS LIKE: KYHFOOTY, Be on time	LOOKS LIKE: TIMELY RETURN TO CLASS	LOOKS LIKE: SHARPENING YOUR SAW	LOOKS LIKE: APPROPRIATE TABLE BEHAVIOR & CLEAN UP	LOOKS LIKE: EYES ON THE PRESENTER
	SOUNDS LIKE: I AM ON TOPIC AND CONTRIBUTING	SOUNDS LIKE: INSIDE VOICES WHEN IT'S YOUR TURN	SOUNDS LIKE: VOICES OFF	SOUNDS LIKE: I AM HAVING FUN & USING KIND AND APPROPRIATE WORDS	SOUNDS LIKE: LISTEN TO & FOLLOW INSTRUCTIONS	SOUNDS LIKE: VOICES OFF, LISTENING

EARLY LIGHT ACADEMY

PHOENIX WILL RISE

KYHFOOTY-Keep YOU HANDS, FEET, OTHER OBJECTS TO YOURSELF

These expectations are most likely to be met when understood, practiced and maintained. 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

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

Understanding student misconduct as an opportunity for learning is fundamental to ELA's positive and progressive approach to appropriate behavior. ELA 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.

Every 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 the most 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.

Classroom Rules and Consequences

Each teacher should establish classroom rules consistent with the following guidelines:

- Phrased in the form of a positive statement.
 - Positive rules and expectations 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. Having just a few rules avoid the sense that the teacher is trying to control a student's every movement.
 - Stating and posting these expectations that correlate to Love and Logic Classroom Rules help students begin with the end in mind. Refer to Love and Logic and 7 Habits classroom posters . Following the below expectations creates a Win-Win---teacher can teach, students can learn, students that struggle learn to problem solve.

Love and Logic Classroom Rules:

1. Treat me, as your teacher with the same respect with which I treat you.
2. Your actions may not cause a problem for anyone else.
3. If you cause a problem, you will be asked to solve it. (*Student is being proactive*)
4. If you cannot solve the problem or choose not to, I will do something. What I do will depend upon the situation and the person involved. (*Seek first to understand, and then be understood*)
5. If I do something that appears to be unfair, whisper to me, "I'm not sure that's fair," and we will talk about it. (*Problem behavior needs to be stopped. There are also opportunities to seek first to understand, and then be understood.*)

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.
 - 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.
 - 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.
 - 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.
 - Respect that we are all different and adapt the consequence for the situation and student.

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.

Examples of effective classroom management strategies include but are not limited to:

- delayed consequences
- the pyramid of short-term recovery settings
- one-sentence interventions
- one-liner antidotes
- offer choices
- 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
- listening to students' perspectives about situations that result in misbehavior.
- responding with empathy

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 expectations that describe specific and observable behaviors that students are expected to exhibit at all times.
 - o Expectations will be posted
- o **T**each Expectations – Teach students how to behave responsibly in the classroom
 - o Teachers will establish clear expectations for classroom activities
 - **C**onversation – Can students talk to each other during this activity/transition? If so, at what volume?
 - **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, check for understanding, assessment and restoration with natural consequences. Examples of intervention strategies to be used in the School include but are not limited to:

- *Win-Win agreements (Behavior Contracts)*
Win-win agreements are Behavior Contracts that 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 natural 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 a tier three behavior intervention.
- *Tier 1 and Tier 2 Social Emotional Learning (SEL)*
Examples of social emotional learning are Second Step and Seven Habits instruction. This instruction provides SEL Groups provide direct instruction for students on areas of needed growth. Examples which 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, proactive strategies, pre-corrects, win-win agreements reminders of school-wide expectations, etc. At the end of each class period, teachers provide behavioral feedback on a Daily Progress Report Card Win-Win agreement tracker.
- *Conflict Resolution*
Students are supported and empowered to take responsibility for peacefully resolving conflicts. Students are taught skills including showing empathy, sending a powerful message, offering choices, anger management strategies, 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.

Recovery Process

Recovery responses are actions that are typically viewed as disciplinary consequences to eliminate disruptions. Parents should always be notified by the classroom teacher when a student's behavior warrants recovery. Administration will notify parents of office and home recovery placements.

Examples of recovery responses that may be used in the School include but are not limited to:

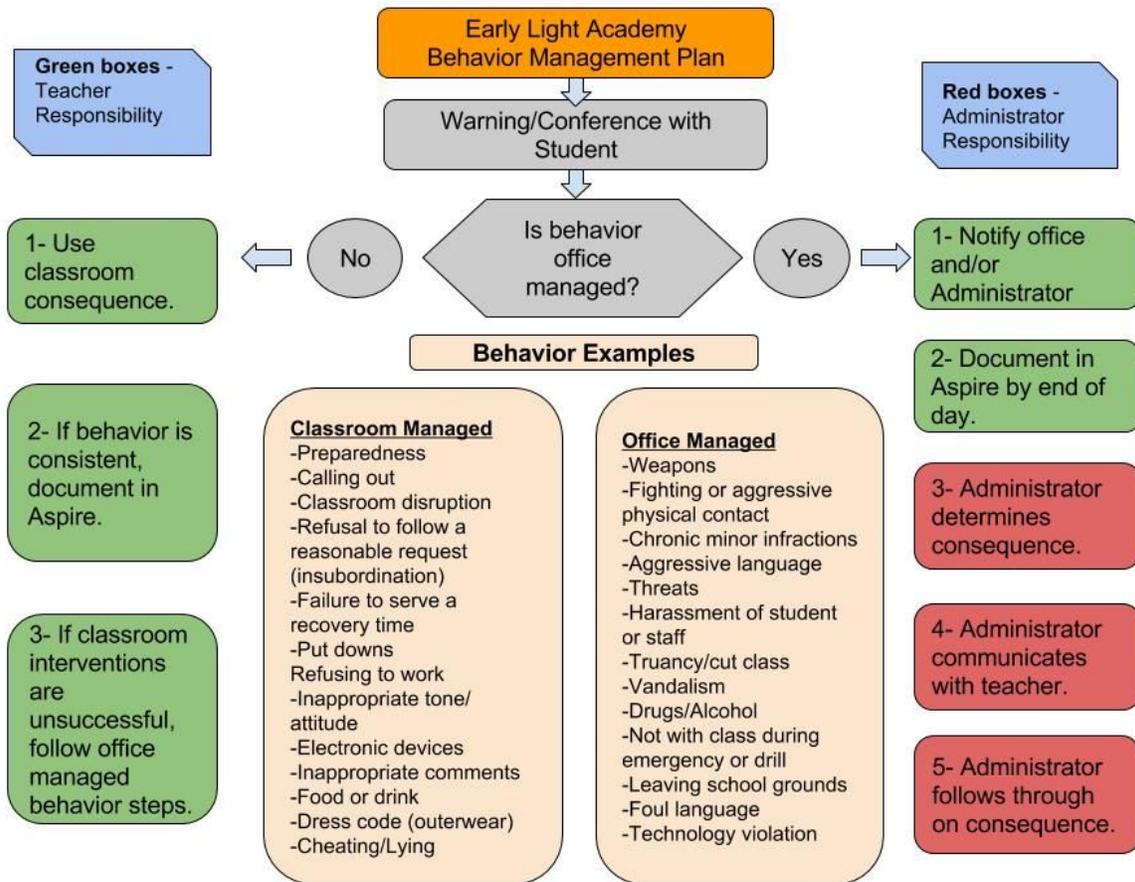
- Recovery in class
 - Students lose opportunities in the classroom such as participating in free time activities, etc.
- Recovery in another classroom

- o Students are assigned to an alternate location.
- Office Recovery
 - o Students are assigned by an administrator to work in a designated space within the School for an appropriate period of time.
- Home Recovery
 - o Students are assigned to home recovery for a designated number of days based on the severity of the infraction and other mitigating and escalating factors. Home recovery will be followed by a restorative re-engagement conference to involve the student, parent and appropriate ELA 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 disruptions. It is critical that the following factors be considered prior to determining the appropriate intervention strategy:

- The student's age, maturity and understanding of the impact of their behavior
- The student's willingness to repair the harm caused by the behavior
- The student's disciplinary record including the nature of prior misconduct and interventions and/or consequences previously 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



ELA uses four 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 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 academic year, every student begins with a clean slate and interventions for 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 behavioral violation will usually merit a response of a lesser degree than subsequent violations. Level of response may vary based on the severity of the current violation. 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 three factors that 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 lost 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.

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 ELA Student Discipline and Conduct Policy.

Adequate Adult Supervision

In order to help ensure that behavior expectations are consistently monitored and enforced, ELA 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

ELA will implement a rich and engaging curriculum using a variety of effective teaching strategies to establish expectations and instruct students to foster the seven habits of highly effective students, regarding self-discipline, citizenship, civic skills, and social skills. These skills will be taught throughout the school year, including when new students enroll. Schoolwide expectations regarding behavior throughout the school will be taught consistently across all grade levels. These expectations will be posted in their respected areas.

School-wide instruction and reinforcement of behavioral expectations will take place through:

- Orientation to student expectations and rules through assemblies or classroom discussions at the beginning of the year.
- Expectations posted and reinforced throughout the school.
- Reminders in daily announcements and school newsletters
- All personnel model desired behavior.

School and classroom procedures will be taught through the method of:

- Teach, model, and review the procedures explicitly
- Practice the procedures
- Praise and give extra encouragement to those who need it
- Conduct periodic reviews, especially after extended breaks, of procedures and revise them as needed.
- Integrate the arts and movement through creative means such as describing procedures through picture, acting procedures out, creating songs and/or videos explaining the procedures.

Social and academic teaching will be integrated within and across the curriculum using the Seven Habits, Second Step, and Love and Logic principles. Expected behaviors will be posted in common areas and taught through the process of:

- Using multiple examples and non examples, both positive and negative. *Only teachers will model non-examples.* 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. These expectations will be posted in all such common areas.

ELA will emphasize social skills instruction using Love and Logic, Seven Habits, and Second Step curricula while encouraging students to find their voice and help others find theirs.

The Seven Habits are:

- Be proactive
- Begin with the end in mind
- Put first things first
- Think Win-Win
- Synergize
- Sharpen your saw

Love and Logic provides low stress strategies for highly successful educators.

Employees will neutralize student arguing through empathy and consistent Love and Logic antidotes, implement delayed consequences, show empathy, provide a recovery process, and develop appropriate teacher/ student relationships. If a student feels that something is unfair they may give reasoning as to why they feel it is unfair or may be revisited at a later time.

Through implementation Second Step curricula, students will develop age appropriate social and emotional skills through lessons that promote positive interactions within the community.

Systematic Reinforcement of Expected Behaviors

ELA 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.

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.

Staff members will be mindful of balancing intrinsic and extrinsic rewards for students.

Uniform Methods for Correction of Student Behavior

ELA 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, ELA 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
- Provide opportunities for all students
- Increase the ratios of positive to negative interactions with students

In order to improve behavior, ELA recognizes that staff members can manipulate 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

For data gathering purposes, staff members will document behavior incidents in the behavior module in Aspire. Reported incidents will include WHO, WHAT, WHEN, WHERE, and any other pertinent details, including witnesses. The category/type of the incident (defiance of authority, disruption of class instruction, inappropriate language, fighting, disrespectful to adult, inappropriate touching, etc.), and the severity will also be reported.

Behavior data will be analyzed by Team Leads during weekly team meetings and by Administration and other school leadership team members on a regular basis. The results will be used to plan adjustments and areas of emphasis in addressing behavior issues.

Staff members and students will be asked twice annually, at the end of Terms 1 and 3, to respond to a survey with 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 ELA's leadership team. The results will be shared with 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

ELA expects all staff members to model the same positive social behaviors and values that are expected of students.

ELA will ensure that staff members receive training in:

- crisis intervention training and emergency safety intervention consistent with evidence-based practice (PCM and Tier I interventions, ELA SEALS will receive additional crisis intervention and resolution training)
- development of student behavior expectations (visuals to be posted for grades K-4 and 5-9.)
- effective instructional practices for teaching and reinforcing behavior expectations
- effective intervention strategies
- effective strategies for evaluation of the efficiency and effectiveness of interventions (T.A.T. team, teacher mentor groups, teacher reflections, and/or instructional coach observations).

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 or expulsion.

Procedures Related to Bullying Activities (including bullying, cyber-bullying, hazing, retaliation, abusive conduct)

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

ELA 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, ELA 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, inclusive, 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) 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, cyberbullying, 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 other cases not reported through the School Safety and Crisis Line, students involved should report incidents to a teacher/aide, school administration, and/ or school counselor. The Director or assigned designee shall promptly investigate all allegations and report findings to appropriate parties such as, but not limited to parents, counselors, administration, police, or DCFS.

In the event that Early Light Academy receives such a report, through the School Safety and Crisis Line or otherwise, Administration and the School Counselor will be involved and investigate, contact and notify appropriate parties, and intervene as appropriate.

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.