> *This document is meant to be used as an additional layer to the student handbook's already approved behavior policies. Following the Utah Compilation of School Discipline Laws and Regulations (2018), a multi-tiered discipline approach will be used to provide a continuum of interventions and strategies to assist with the least restrictive behavioral interventions using evidence-based responses matched to the students' needs and that provide equity, cultural understanding, and restorative practices.*

401: St George Academy Behavioral Framework: Discipline and Intervention

A Behavioral Framework

- **Builds upon our three values**
- **Works to promote positive behaviors**
- **Creates a safe learning environment**
- **Enhances student outcomes**

Consistency and Understanding are at the foundation of this Behavioral Framework.

Saint George Academy's mission provides our students with a strong academic foundation and prepares them for a successful university experience and for their future life. Part of this preparation introduces the Core Values of the Academy: Respect the Space, Respect the Instructor, and Respect the Other. It next teaches our students to integrate these values into every aspect of their lives.

Respect the Space: St George Academy is an institution built to impart knowledge, to open minds, and to impassion hearts. As such, everyone must recognize that there is an appropriate way to behave when you are inside our walls. SGA is a community space constructed in conscious design as we are products of our physical environment.

Respect the Instructor: The people who comprise the faculty and staff of St. George Academy have devoted their lives to the sacred mission of teaching what they know to those impelled to learn. To do that effectively, they must be able to conduct their classes free from the burden of unnecessary disruption and conflict. It is imperative that we all respect the instructor as we are products of our mentor environment.

Respect the Other: Each person is unique and important and worthy. Each person encountered at St George Academy is a whole. Just like you, they love and seek to be loved. They are perfectly unique but no different than you. Both they and you are the other. Collectively, we share our space with countless others. The effects of our actions ripple through the lives of those around us. An organization will thrive or decline based on how its members treat one another. When there is strife, animosity, or unkindness, individuals isolate themselves. Consequently, the respect holding us together disintegrates. Conversely, when we communicate kindness and support, the bonds between us strengthen. Individual capacities emerge in compassionate communities as we are products of our social environment.

Therefore, at St George Academy, we live conscious respect. Through collective respect, our individual lives are enriched. This enrichment fosters respectful relationships with the space, the instructor, and the other and dissuades negative behaviors. This cyclical process is enlightenment. By extending enlightenment beyond our walls, our students become compassionate contributing citizens to an ever-increasing global world. SGA believes another world is possible.
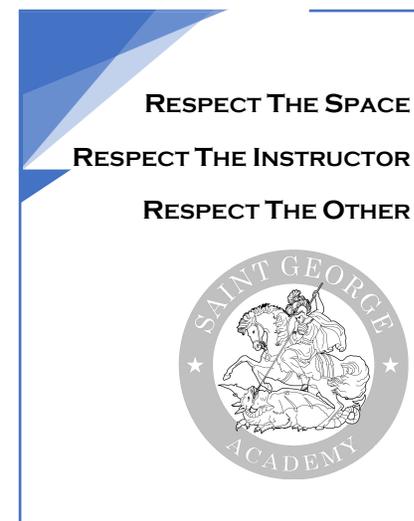

RESPECT THE SPACE

RESPECT THE INSTRUCTOR

RESPECT THE OTHER

Policy required for [Board Rule R277-609](#)

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Levels of Behavior

1. **Level 1- Inappropriate Behaviors**
    1.1. Making excessive noise in the hallways during class time
    1.2. Leaving the class without permission
    1.3. Engaging in behavior that is disruptive to classroom instruction
    1.4. Failing to attend class without a valid excuse
    1.5. Persistent tardiness to class (faculty decide on a number)
    1.6. Inappropriate use of cellphone during class

    Available Interventions and Consequences
    - Recommend corrective, instructive, or restorative response
    - Document restorative teacher, student, parent/guardian and administrator conference focused on expectation violated, cause of the behavior, and strategy to prevent reoccurrence

2. **Level 2- Disruptive Behaviors**
    2.1. Leaving the school without permission
    2.2. Initiating or participating in any unacceptable minor physical actions
    2.3. Exhibiting or publishing any profane, obscene, indecent, immoral, slanderous or offensive materials, or using such language or gestures
    2.4. Possession (physical control over, such as contained in clothing or bags) and/or use of tobacco or nicotine products
    2.5. Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities

    Available Interventions and Consequences (Whenever possible, interventions and consequences that do not exclude the student from his/her/their regular educational schedule should be attempted first)
    - Recommend corrective, instructive, or restorative response
    - Document restorative teacher, student, parent/guardian and administrator conference focused on expectation violated, cause of the behavior, and strategy to prevent reoccurrence
    - Accompanied parental attendance: up to three days
    - Detention

3. **Level 3-Seriously Disruptive Behaviors**
   3.1. Willful destruction or defacing of school property
   3.2. Fighting- physical contact between two people with intent to harm but no injuries result
   3.3. Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language
   3.4. Possession or use of pornographic material on school property
   3.5. Behavior or threatening behavior which poses an immediate and significant threat to the welfare, safety, or morals of other students or school personnel or the operation of the school
   3.6. Possession, control, or use of an alcoholic beverage
   3.7. Possession, control, or use of a drug or controlled substance, an imitation controlled substance, or drug paraphernalia
   3.8. Behavior which threatens harm or does harm to the school or school property, to a person associated with the school, or property associated with that person, regardless of where it occurs
   3.9. Forgery- false and fraudulent making or altering of a document or the use of such a document
   3.10. Plagiarizing, cheating and/or copying the work of another student or source
   3.11. Bullying behaviors- conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities (See Anti-Bullying policy for full definition before assigning intervention or consequence)
   3.12. Using cell phones or other technology to harass, incite violence or interrupt other students' participation in school activities, including the use of a device to record others without permission or unauthorized distribution of recordings
   3.13. Second or more documented violation of a Level1 or Level 2 behavior category
   3.14. Any behavior not otherwise listed in Levels 1-3 of this document that seriously disrupts the educational process

   Available Interventions and Consequences (Whenever possible, interventions and consequences that do not exclude the student from his/her/their regular educational schedule should be attempted first)
   - Recommend corrective, instructive, or restorative response
   - Document restorative teacher, student, parent/guardian and administrator conference focused on expectation violated, cause of the behavior, and strategy to prevent reoccurrence
   - Accompanied parental attendance: up to five days

Additional consequences available for repeated Level 3 inappropriate behaviors

- Accompanied parental attendance, out of school suspension, or a combination of accompanied parental school attendance and out-of-school suspension combined up to five days ([Utah Code Ann. § 53G-8-205](#))
- Out of school suspension assigned to repeated behaviors level three behaviors must be coupled with a re-integration plan
- Out of school suspensions of five days or less may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities

4. **Level 4 Moderately Distructive Behaviors**
   4.1. The false activation of a fire-alarm that does not cause the Academy to be evacuated or does not cause emergency services to be notified
   4.2. Assault- an attempt, with unlawful force or violence, to do bodily injury to another; a threat, accompanied by a show of immediate force or violence, to do bodily injury to another; or an act, committed with unlawful force or violence, that causes bodily injury to another or creates a substantial risk of bodily injury to another.
   4.3. Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost of less than $500
   4.4. Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of battery which does not result in a physical injury
   4.5. Fighting- physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury
   4.6. Theft- theft means obtaining or exercising unauthorized control over the property of another with the purpose to deprive him or her thereof- stolen property that costs less than $150
   4.7. Any behavior not otherwise listed in Levels 1-4 of this document that seriously disrupts the educational process
   4.8. Trespassing on St. George Academy property- entering St. George Academy property when previously prohibited or remaining on school grounds after receiving a request to leave

   Available Interventions and Consequences (Whenever possible, interventions and consequences that do not exclude the student from his/her/their regular educational schedule should be attempted first)

   - Recommend corrective, instructive, or restorative response
   - Document restorative teacher, student, parent/guardian and administrator conference focused on expectation violated, cause of the behavior, and strategy to prevent reoccurrence
   - Detention

- Accompanied parental attendance: up to five days

Additional consequences available for repeated Level 4 inappropriate behaviors
- Accompanied parental school attendance, out of school suspension, or a combination of accompanied parental attendance and out-of-school suspension combined up to five days ([Utah Code Ann. § 53G-8-205](#))
- Out of school suspension assigned to repeated behaviors level three behaviors must be coupled with a re-integration plan
- Out of school suspensions of five days or less may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities

5. **Level 5- Most Seriously Disruptive Behaviors**
   5.1. Burglary- entering or remaining in a building or any portion of a building with the intent to commit an additional crime
   5.2. Theft-obtaining or exercising unauthorized control over the property of another with the purpose to deprive him or her thereof - stolen property that costs more than $150
   5.3. Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her/their right to an education, or using force against students, school personnel and school visitors. For sever bullying see the Anti-Bullying Policy before assigning an intervention or consequence
   5.4. Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities that do not involve the use of force (it is not an act of misconduct to defend oneself as provided by the law)
   5.5. Engaging in or attempting any illegal activity which interferes with the school's educational process

   Available Interventions and Consequences (Whenever possible, interventions and consequences that do not exclude the student from his/her/their regular educational schedule should be attempted first)
   - Recommend corrective, instructive, or restorative response
   - Document restorative teacher, student, parent/guardian and administrator conference focused on expectation violated, cause of the behavior, and strategy to prevent reoccurrence
   - Detention
   - Accompanied parental attendance: up to ten days

   Additional consequences available for repeated Level 5 inappropriate behaviors
   - Accompanied parental attendance, out of school suspension, or a combination of accompanied parental attendance and out-of-school suspension combined up to ten days ([Utah Code Ann. § 53G-8-205](#))

- Out of school suspension assigned to repeated behaviors level three behaviors must be coupled with a re-integration plan
- Out of school suspensions of three days or less may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities
- The Director may request an expulsion hearing at his/her/their discretion

6. **Level 6- Illegal and Most Seriously Disruptive Behavior***
   6.1. Any serious violation affecting another student or a staff member, or any serious violation occurring in a school building, in or on school property, or in conjunction with any school activity, including the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material
   6.2. The actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities
   6.3. The sale, control, or distribution of a drug or controlled substance as defined in [Section 58-37-2](#), an imitation controlled substance defined in [Section 58-37b-2,](#) or drug paraphernalia as defined in Section 58-37a-3
   6.4. The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor
   6.5. Sex acts which include force

   Available Interventions and Consequences
   One-year expulsion

   *A student who commits a Level 6 violation involving a real or reasonable representation of a weapon, explosive, or flammable material shall be expelled from school for a period of not less than one-year subject to the following:
   (i) within 45 days after the expulsion, the student shall appear before the Academy's board of directors, the executive director, the dean of students, or the executive director's designee, accompanied by a parent; and
   (ii) the Academy's board of directors, the executive director, the dean of students, or the executive director's designee shall determine:
   (A) what conditions must be met by the student and the student's parent for the student to return to school;
   (B) if the student should be placed on probation in a regular or alternative school setting consistent with Section 53G-8-208, and what conditions must be met by the student to ensure the safety of students and faculty at the school the student is placed in; and
   (C) if it would be in the best interest of both charter school and the student, to modify the expulsion term to less than a year, conditioned on approval by the board of directors and giving highest priority to providing a safe school environment for all students

Menu of Behavioral Response Options

Least Restrictive Behavioral Responses			
Type of Response	**Description**	**When is it Appropriate**	**Data to Monitor**
An Incentive for Positive Behavior	Attention and positive responses are provided to appropriate or targeted behavior. Determine preferred incentives using: student interviews, class surveys, observation, a structured survey.	When the behavior is related to student's lack of motivation, avoiding tasks, or a need for frequent reminders an incentive for positive behavior may be used. Individual students, small groups, or whole classrooms can be used with this response. It can also be used in combination with other strategies to increase the structure and predictability of environmental and instructional demands, increasing the intensity of instruction, increasing contingent adult feedback, increasing home and school communication and to link academic and behavioral performance.	Track the frequency of the targeted, observable behavior and the number of positive feedback/incentives provided by time, class period, and/or day. If the behavior does not change after an appropriate amount of time, modify the incentive or the response.
Restorative Conversation	Restorative questions, affective statements, and empathetic listening for both the respondent and the person affected help the student take responsibility and learn how to correct the behavior.	This response can be used at the moment of a minor occurrence, in a safe space, and after the respondent has accepted responsibility for his/her/their behavior.	Track the date and time the conversation was held in, involved parties, and any agreements made during the conversation. Follow up with any agreements and track whether they were kept.

Restorative Conversation (continued)	Examples of restorative questions include: What happened? What were you thinking at the time? Who has been affected? What needs to happen to make things right?	This also helps to better understand an incident that has occurred and the root causes of the behavior exhibited.	
Restorative Teacher, Student, Parent Conference	The objective of a conference with parents/ guardians is to collaborate to solve a problem, not merely to explain what happened. It is not the role of the Academy to suggest that they punish the child at home. During the conversation parents and guardians are made aware of early-stage interventions that have been used and ask them for their insight on the behavior. Involve them in a discussion of the parameters of a new intervention, and invite them to express their support for the intervention in front of the student and to reinforce the intervention by asking the student about his or her progress at home.	This response is appropriate for all behavior levels Before assigning interventions/ consequences to determine the reasons for the student's behavior. To follow up after intervention. Before the start of an out-of-school suspension to plan how the student will access missed school work. Before a student's return from an out-of-school suspension to develop a plan for re-integration.	Keep logs of parent contact and summaries of conferences to inform future responses to student behavior.
Loss of Privilege	Taking away or not earning a specific privilege when a student engages in specific misbehavior. This does not include regular school activities that all students are entitled to (such as eating lunch).	This response is appropriate for first- or second-time behaviors. When students are aware that the privilege can be lost/earned before engaging in a behavior.	Monitor student behavior and consequences to determine whether the consequence was effective at changing his/her/their behavior
Temporary Removal from Classroom	Removal of a student from his/her/their regular educational schedule for no more than one period to an alternative supervised setting. The purpose of removal is to allow the student an opportunity to cool down and reflect on behavior, not to punish the student for his/her/their behavior.	Use response should be used sparingly. Avoid using this intervention with students whose behavior may be reinforced by removal.	Monitor frequency of use. Check-in with supervising adults and debrief with the student. If clearly and respectfully stated expectations are not met during removal, a different intervention is needed.

Temporary Removal from Classroom (continued)			
Problem-solving Exercises	Problem-solving worksheets can be worked on independently and later discussed with a mentor.	This response is most effective with students who knew that their action was wrong, but did it anyway; when the misbehavior was the result of ongoing interpersonal conflict and is likely to reoccur; or when the misbehavior was a conscious decision.	Referring staff member should make note of student progress. A staff member or mentor should check in regularly with the student and the referring adult to inquire about progress and reinforce positive behavior. Monitor additional referrals and self-reports to determine whether additional intervention is necessary.
Logical Consequence	A low-level consequence that is directly related to the behavior. For example, a student who writes graffiti on classroom desks may be assigned to clean the tops of the desks as a logical consequence. (Note that parent/guardian and student should agree to the consequence assigned. If they do not agree, an alternative consequence can be developed.)	The objective of this intervention is for easily observable behaviors. It is most effective for first or second-time minor to moderate behaviors.	Monitor student behavior and consequences to determine whether the consequence was effective at changing his/her/their behavior.
Self-management Plan	Student and teacher/adult work together to clearly define a positively framed behavior to work on. Self-management plans may take the shape of a daily report card, graphs of behavior progress, or other visual means of engaging the student in reflecting on his or her behavior and tracking progress, to increase student awareness and self-regulation of behavior.	This response should only be used if the student can distinguish between appropriate and inappropriate behavior, and has the skills to engage in the desired behavior. It is best for less serious but persistent misbehavior.	The student observes and evaluates his/her/their behavior, and may also record the observation (i.e., makes tallies every time they engage in the target behavior or evaluates behavior on a scale at the end of class).

Self-management Plan (continued)		The self-management plan should target concrete behaviors. Target behavior should be specific and operationalized.	
Academic Tutoring	Arrange a time and place for the student to work with a tutor outside of regular class time. This intervention is best paired with a Work Plan so that the student has very specific goals and assignments to direct his/her/their time with the tutor.	This response is for students who express some willingness to work to improve their grades and should take place outside of regularly scheduled class time and is for behaviors related to academic failure or difficulty.	Record rates of work completion, work quality (compare work samples from before tutoring and with tutoring support—and share positive progress with student and his/her/their family), and attendance to tutoring support and time spent with a tutor.
Behavior Contract	The student and teacher or teacher team hold a conference where the student is actively involved in writing behavior goals, ways positive behavior will be reinforced, and consequences for relevant misbehavior. Behavior Contract is used to encourage the student to practice 1-3 positively framed behaviors ("student will" rather than "student will not"). Long lists of problem behaviors should be prioritized or broken into realistic increments to set the student up for success. The student and teacher regularly revisit the contract to revise and reflect, ensuring that rewards and consequences are consistent and the behavior is improving.	This response should only be used if the student can distinguish between the desired and undesired behavior, and has the skills to engage in the desired behavior. It should be used in response to persistent, conscious misbehavior (should focus on the future, not punishment for past misbehavior).	After the completed contract has been signed, it is important that a mentor, dean of students, or student support team member checks in regularly with teachers and the student to monitor progress and ensure immediate follow-through with incentives and consequences. Parents or guardians should be notified regularly of the student's progress or if the contract is broken. Adjust the contract when necessary.
Meaningful Work	A student is matched to a useful job and taught the necessary skills to perform the job successfully. This work clearly benefits the school community and improves the student's social standing with staff and students. (i.e., serve as a tour guide for visitors to the school, take inventory of class supplies, be in charge of	This response is used to improve relationships within the school building. It is helpful for students who struggle to feel competent and with students who will benefit from increased positive interactions with supervising adults.	Monitor how often the student can engage in the job (it should occur frequently), and check-in with supervising adults about student performance.

Meaningful Work (continued)	audiovisual equipment, serve on a task force with adults). Parent/guardian and student should agree to the consequence assigned. If they do not agree, the staff may need to develop an alternative consequence.	It is also beneficial when the behavior is relationship-seeking as it provides positive attention for positive behavior.	Check-in with the student and referring staff members and other relevant adults about progress in behavior and relationships.
Moderately Intensive Responses			
Detention (before school, after school, lunch)	The student is required to stay at school from 30 min. up to 2 hours beyond regular instructional time in a supervised location. Detention should be used as an opportunity to address the cause of a student's behavior, build social and emotional skills, and repair relationships with staff or peers. Isolation alone is not likely to change student behavior. Ask students to write or discuss their account of events leading to their detention, explaining their actions or feelings surrounding the event. This is not an apology letter, but rather a communication tool that can help teachers plan proactive ways to manage future behavior or understand what actions may have contributed to misbehavior.	Detention is helpful for students who have a pattern of misbehavior and have not responded to other interventions. It needs to be a logical consequence of the student's misbehavior (e.g. it is necessary to detain the student to make up missed work that resulted from disruptive or off-task behavior).	Monitor how often the student receives detention, and whether the repeated misbehavior declines. If the student receives multiple detentions for the same behavior and the rate of the behavior stays constant or escalates, detention is not effective and a different intervention is necessary
Work Plan	An administrator approaches the teacher first to discuss whether assignments can be made up or re-done, extra credit work assigned, or extensions granted. Then the student obtains a list of missing work or assignments/tests with low grades, and works with the teacher or an adult mentor to divide the work into smaller, manageable tasks, determine how long each task will take, schedule a time and location for the work to take place, and clarify how to get help.	A work plan is used for behaviors related to academic failure or difficulty with students who express some willingness to work to improve their grade. It is also helpful for students who feel overwhelmed by lengthy or complex academic tasks.	The student, teacher, parent, and other supporting staff should have a copy of the work plan and use the document to monitor progress on specific assignments. Check-in during designated work time and on deadline days. Monitor student's grades in each subject identified in the work plan to highlight and celebrate progress or adjust the plan as needed.

Service project (Community service)	Working with a student to design and carry out a service project can help to improve the student's standing and self-concept in the school community. While the project may not be directly related to the misbehavior, it is at least symbolically linked to the incident for which the student was referred. Involving the student in planning and executing a project allows for more cognitive learning and can reinforce commitment. A service project offers the chance for students to connect with an adult role model—the person who supervises their work should treat them as a genuinely needed resource, not an offender serving a sentence.	A service project should not be punitive or forced but should be presented as an option among other possible consequences. It needs to be meaningful and not just an assignment to "help" a teacher or custodian. If necessary, consult with staff members who know the student well to determine a project that might fit.	Monitor progress and completion of the project: A service project should have a clear beginning and end. It should meet a need that is obvious to the student, and in the end, the benefits of the student's work should be apparent. This provides a sense of accomplishment, closure, and recognition. Check-in with supervising adults about student performance. Monitor additional referrals and check-in with the student and referring staff about behavioral progress.
Adult-led Mediation	Adult-led Mediation is a voluntary process where two or three individuals in conflict meet with a trained adult mediator in a non-judgmental and confidential space to talk about what happened and to resolve the specific issues contributing to the conflict.	This response is used to de-escalate or resolve conflicts that involve multiple individuals.	Track the date and time the conference/mediation was held, involved parties, and any agreements made. Follow up with any agreements and track whether they were kept.
Referral to Personal Empowerment Group (PEP)	PEP group work may include, but is not limited to: anger management, problem-solving, developing coping strategies, dealing with stress, conflict resolution or behavior intervention plans (BIP) Parents must be notified of need and participation to participate must be obtained before a student can attend PEP.	PEP is for students who have frequent recurring behaviors that are similar in nature and/or results in the same outcome and should not be used for singular instances of behavior.	A Student Support Team will determine the specific data to be monitored and what tools will be used to determine the student's progress. Data should be reviewed on a bi-weekly basis to determine if the interventions are effective and/or if any adjustments may be needed.

Circle Work	Circle Work encompasses different types of circles with different functions. Some examples include relationship healing, interpersonal conflict, and mutual understanding.	Circle work can be used in response to repeated inappropriate behaviors including persistently disruptive misbehaviors, moderately distructive behaviors, and some seriously distructive bhaviors.	Track the date and time the Circle was held, involved parties, and any agreements made. Follow up with any agreements and track whether they were kept.
Check-In/Check-Out (CICO)	Check-In/Check-Out (CICO) provides daily support and monitoring for students with mild acting-out behaviors. It provides each student with immediate feedback on his or her behavior (via a teacher rating on a Daily Progress Report) and increased positive adult attention. Notify parents of intervention and ask to watch for a daily report to be sent home.	This response is intended for individual students engaged in repeated minor misbehaviors and cab be used with both internalizing or externalizing behaviors. For use with moderate to severe behaviors this response can be used in combination with other interventions. It may also be used as part of a re-integration plan after the student returns to school following a suspension. This response is flexible in that it can be used in combination with small groups, mentoring, other strategies.	Data is collected daily using a Daily Progress Report which is completed by the student's teacher(s) and is monitored with daily points, misconduct data, attendance data, etc.
Targeted Social Skills Instruction	Planned activities aimed at developing specific social skills, such as: assessing situations, reacting to situations, working with others, making a good impression, etc. Instruction may include targeted formal social skills curriculum.	Targeted social skills instruction is used for repeated minor misbehaviors involving social interactions with adults or peers. This is helpful for students with few or no developing or sustained friendships including those who experience isolation or rejection from peers.	Monitor the student's ability to generalize new skills in various environments. Monitor the independent use of the strategies taught. Student progress can also be monitored by intervention specific assessments, and student misconduct data.

Targeted Social Skills Instruction (continued)		Students with developmentally immature social skills compared to same-age peers and those with awkward or limited interactions with peers or adults, including social anxiety may benefit from this intervention.	
Mentoring	Students can be matched with a mentor to practice specific social skills, discuss problems or stressors, strengthen school connectedness and self-esteem, or set and monitor progress toward personal goals. If using a student mentor, prepare to create a more structured mentoring program using The Mentoring Partnership of Southwestern Pennsylvania Peer Mentor Handbook.	This response fits best when the student stands to benefit by developing a close, caring relationship with someone in the school. Speak with students and seek input from teachers as to whether the student will benefit more from having an older peer or an adult as a mentor.	Monitor the frequency and length of meetings (fade over time). Collect basic activity or discussion logs from mentors. Monitor student progress on target indicators such as misconduct, homework completion, grades, or attendance.
Highly Intensive Responses			
Recommendation for Counseling Services	It can be offered in school through the school or community providers. IN SCHOOL: Counseling services refers to a brief counseling model to assist a student in solving a specific issue or to provide a student with specific resources needed to engage in the learning environment.	School counseling is beneficial when the misbehavior is related to a self-management or social skill deficit. When a student needs to process a difficult event (death in the family, social issue, other stressors) or when a student requires specific resources (e.g. transportation, school supplies, etc.) school counseling is helpful with the goal of the student better engaging in their learning environment.	Student progress is monitored by student misconduct data, grades, and attendance.

Recommendation for Counseling Services (continued)	COMMUNITY: Counseling services delivered in the community refer to services delivered outside the school setting in a community agency, clinic, or hospital setting. Provide parents/guardians with multiple community counselor resources.	Community counseling services may be beneficial when a student presents with persistent behavioral health issues (e.g. anger management, trauma, family issues, etc.); when a student's mental health inhibits his/her/their learning or is the cause of behavior; or when a student's mental health is a safety concern for him/herself or others.	
Referral to Mobile Crisis Management Unit (435) 634-5600 or Toll-Free (800) 574-6763	Southwest Behavioral Health Center operates a 24-hour emergency response system. Crisis staff members work closely with other agencies to manage each emergency.	Mobile Crisis Management is available to access emergency intervention services.	The caller should keep records of all calls made to the Mobile Crisis Management Unit including the outcome of the call.
Referral to Department of Child & Family Services (DCFS) 1-855-323-3237	The Department of Child and Family Services (DCFS) is responsible for our students who are living in foster care and are considered wards of the state. DCFS also investigates cases of suspected child abuse and neglect.	DCFS should be notified when students under age 18 and a student reports abuse or neglect when an adult has reasonable suspicion that abuse or neglect is occurring (No proof of abuse or neglect is needed).	The mandated reporter who calls the Hotline should retain a copy of the Written Confirmation form for his/her/their records. If the reporter notifies the executive director, the director shall document the call with the case number and the outcome of the investigation. See Child Abuse Reporting Policy.
Accompanied Parental Attendance (APA)	The parent/guardian is notified of problem behavior and restorative responses already utilized. Restorative teacher, student, parent conference and a Work Plan to address the desired outcome must be addressed.	APA is appropriate for students who understand the consequence as a direct result of his/her/their actions. APA should be listed as an available consequence for the behavior and is used to repair consistency in expectations and increase targeted positive behaviors.	After APA, assign an adult mentor to check in with the student. Frequently at first and then periodically to discuss progress toward goals as determined in the Work Plan. Monitor how often the student receives an APA, and whether the repeated

Accompanied Parental Attendance (APA) (continued)			misbehavior declines by interviewing the referring adult and other relevant adults. If the student receives multiple APA for the same behavior and the rate of the behavior stays constant or escalates, APA is not effective and a different intervention is necessary
Out of School Suspension (OSS)	Removal of a student from the school building for any portion of his/her/their regular educational schedule. OSS should be used as a last resort and only when no other in-school interventions are available.	OSS is a response that can be used when the student understands the consequence as a direct result of his/her/their actions and OSS is listed as an available consequence for the behavior. A restorative conference has been held and the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented. OSS is also an option if the student has engaged in chronic or extreme interruption to other students' participation in school activities, and prior interventions have been utilized and documented.	Monitor academic work. All efforts should be made to ensure the student does not fall behind in classwork due to suspensions as this may lead to declines in positive behavior, attendance, and grades. Assign an adult mentor to check in when the student returns to the classroom, frequently at first and then periodically to discuss progress toward goals as determined in a restorative conference. Monitor how often the student receives an out-of-school suspension, and whether the repeated misbehavior declines by interviewing the referring adult and other relevant adults. If the student receives multiple out-of-school suspensions for the same behavior and the rate of the behavior stays constant or escalates, OSS is not effective and a different intervention is necessary.

Request for Expulsion Hearing	Removal of a student from a school for 10 or more consecutive days. Expulsion may be fixed or indefinitely. A conference must be scheduled with the parent/guardian to determine whether or not they will request an expulsion hearing, and must provide information regarding any interventions that have been utilized with the referred student. Executive Director must submit a request for expulsion hearing to the Board of Directors. The Board of Directors will review requests for hearing; if approved for hearing the Executive Director will schedule and prepare the case for a hearing. Parent/Guardian will be sent a notice of expulsion letter by regular and certified mail. The letter describes the incident, the level, and code of the violation and the time and place of the hearing.	If a student's misbehavior falls within Level 5 the Executive Director may choose to refer the student for expulsion. If a student's misbehavior falls within level 6 the Executive Director must request an expulsion.	Monitor additional requests for the expulsion hearing. Check-in with the student and referring staff about behavioral progress. Monitor how often the student receives an out-of-school suspension, and whether the repeated misbehavior declines by interviewing the referring adult and other relevant adults.

Students with Disabilities

As provided by the Utah State Board of Education and following [§300.530](#) a student is protected by IDEA and/or Section 504 discipline procedures if one of the criteria below is met:
1. The student is eligible for special education under IDEA.
2. The student is an eligible individual under Section 504.
3. The school knew that the student had a disability before his behavior that precipitated the disciplinary action.

The student is **not** protected by IDEA discipline procedures if one of the following criteria are met:
1. The parent has refused an evaluation of the student.
2. The parent has refused or revoked consent for special education services.
3. The student has been evaluated and found not to be eligible under IDEA 2004.

In the event a student has met the criteria the following rules must be met before removal from St. George Academy:
1. For students with disabilities, the due process rights for concurrent or cumulative suspensions of ten days or less are the same as for students without disabilities.
2. Consequences involving removal are the same for students with disabilities as they are for students without disabilities. Administrators must work through the additional due process rights of the student with a disability to determine other required procedures.
3. Educational services must be provided to students with disabilities on the eleventh day of removal. Whether concurrent or cumulative, and whether or not it amounts to a change of educational placement educational services for IDEA students as listed on their IEPs must be provided on the eleventh day of removal.
4. If the parents of an IDEA student agree with a change of educational placement for disciplinary reasons, and with the educational services provided, there is no need for further due process.
5. The Executive Director can change the educational placement of a student with disabilities under special circumstances, as directed in IDEA discipline requirements ([§300.530V.B.1](#)). School personnel may remove a student to an interim alternative educational (IAES) setting for not more than 45 school days, without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
   - Carries a weapon to or possesses a weapon at school, on school grounds, or to a school function under LEA jurisdiction.
   - Possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under LEA jurisdiction.
   - Inflicts serious bodily injury upon another person while at school, on school premises, or at a school function under LEA jurisdiction.

6. A manifestation determination must be made before the school's final determination of educational change of placement for a student with disabilities. If the behavior is a manifestation of the disability, the student returns to the placement the student was in at the time of the misconduct, unless the IEP team decides on a different placement. If the behavior was not a manifestation, the student may be removed from school as long as the student receives a FAPE on the eleventh day of such removal.
7. When a removal constitutes a change of placement, an FBA and a subsequent BIP must be completed for students with disabilities. Removal is a change of placement when it exceeds 10 days in a school year, whether it's an individual instance of removal or cumulative days.
8. The Executive Director should find alternatives to out-of-school suspensions (OSS). It is helpful to have effective alternatives to OSS in place to avoid many of the pitfalls surrounding the use of OSS.

Core Adult Behaviors

In Place	Partially in Place	Not in Place	Core Adult Behaviors
			Clear, positively stated expectations are posted and referred to frequently
			Adults explicitly teach the expected behavior
			Adults model expected behaviors
			Routines and procedures are central to the learning environment
			Adults positively reinforce expected behaviors consistently school-wide
			Adults vary acknowledgments and provide both short and long term opportunities for reinforcement
			Adults redirect students privately and respectfully while instructing students on appropriate behavior
			A ratio of 4:1 positive to negative interactions between staff and student happen consistently school-wide
			Adults avoid power struggles by offering choices to students and addressing misbehavior privately and respectfully
			Options are available to allow classroom instruction to continue when problem behavior occurs
			Adults use data to determine which behaviors should be retaught or more heavily reinforced
			Adults use active supervision (move, scan, and interact) in all settings
			Transitions between activities are efficient and orderly
			Social-Emotional Learning is embedded within core content
			Families are engaged as partners, not as disciplinarians, and are contacted frequently to inform them of positive student behavior and progress

Understanding the Behavior

All behavior makes sense. It is a means of communication. When a student is acting out there may be multiple reasons. Not all students engage in behavior for the same reasons. Understanding what the student is trying to communicate can help determine how to correct the behavior. It is also important to recognize that the behavior may be due to emotional dysregulation. There are two main types of observable behaviors:

- *Externalizing behaviors*: Overt behaviors that are disruptive, distracting, and/or harmful to others. Students who exhibit externalizing behaviors are often well known by educators because they are most often disruptive and/or defiant.
- *Internalizing behaviors*: Inner-directed emotional problems that result in behavioral problems because of internal distress or discomfort to the individual manifests as problem behaviors following faulty thinking and feeling culminating in a maladaptive behavioral response. Unlike students with externalizing behaviors, students with internalizing behaviors often go unnoticed by educators because they can be docile, quiet, and not as overtly challenging to authority.

Observable Behaviors: Externalizing	Observable Behaviors: Internalizing
Calling other students bad names	Shy/spends time alone
Taking other students' belongings without asking	Seems nervous, fearful, or anxious
Arguing or refusing to comply with adult requests or directions	Appears sad or unhappy
Disturbing others while they are working	Talks negatively about self
Punching or kicking others	Disinterested in school
Blurting out answers	Has a pessimistic view about future
Bullying others	Cries at inappropriate times
Arguing	Easily frustrated and shuts down

Ability or Skill-Based Behavior
- Does the student understand the expectation?
- Is the student confused or bored with the assigned task?
- Does the student have the ability to focus for the expected period of time?
- Can the student easily manage his/her/their emotions?
- Does the student's ability level match the level of work assigned?
- Is there an incongruency in the social demands and the student's skill level?
- Do the behaviors occur during an unstructured time such as the passing of classes or lunch?

- Does the student have the ability to obtain an item but lacks the skill set to do so?
- Does the student engage in developmentally inappropriate interactions with their peers?
- Does the student have positive relationships with his/her/their peers?

    Example: The student is referred for verbal outbursts, and reports that the fight began because another student did not agree with them. An intervention with this student should include skill-building instruction about peaceful conflict resolution.

Environmentally Influenced Behavior

- Are the student's basic needs (food, sleep, clothing) being met?
- Is the student arriving at school already angry or upset?
- Has there recently been a traumatic event such as a loss of a loved one, injury or move?
- Does the student have a clinically diagnosed mental health issue?
- Is the student fearful due to a real or perceived threat?
- Does the student have a transportation issue to come to school?
- Is the student displaying symptoms of anxiety, depression, withdraw, or unexplained anger?
- Does the student display language or sexual behavior that is not age typical?

    Example: Student is referred for persistent disrespect, and teachers report that this behavior is unusual and unexpected. An intervention with this student should investigate outside factors that may be contributing to the change in behavior and provide the student with appropriate counseling services as necessary.

Relationship-Seeking Behavior

- Does the student typically receive attention after engaging in the behavior?
- What happened immediately before and after the frequently seen behavior?

    Example: Student is referred for being disruptive in class. When the student engaged in disruptive behavior other students laughed and the teacher reprimanded him/her. An intervention should provide the student with an opportunity to gain positive recognition for appropriate behavior as well as teach him/her how to appropriately gain attention and build relationships. This skill must be explicitly taught in addition to a verbal statement about what she/he/they should be doing

Social Conflict

- Is there an individual adult or peer the student expresses dislike for?
- Does the student express anger towards an individual adult or peer?

- Does the student frequently conflict with an individual adult or peer?
- Is there a connected series of events that may indicate a growing conflict with an individual or a group?
- Does the student engage in avoidant behaviors with certain individuals or situations?
- Does the student also have conflict out of school?
- Does the student engage in conflict on social media?
- Is there a specific time or period of the day the student is typically referred for behavior?

Example: The student referred for fighting, and explains that the other party had been spreading rumors about him/her. An intervention with this student should include a process to resolve the conflict and repair the relationship between the students.

Bullying Prevention

St. George Academy Policy 504 states, "It is essential that a basic and uniform prevention curriculum be in place so that every school will acquire a foundation of prevention upon which to build a culture of safety and mutual respect. Such a culture is necessary for the creation of an effective learning environment." Within this Behavior Framework prevention will be accomplished through:

- **Developing supportive school climate strategies-** including clear expectations and shared values to guide interactions between students, and between staff and students.
- **Teaching all students social and emotional skills-** establishing classroom and school-wide practices that promote relationship building. This includes teaching all stakeholders to speak out when they see or hear bullying, degrading language, bias or prejudice.
- **Effective Discipline Practices-** Establish predictable responses that address the root cause, teach skills, build empathy and repair harm.

Authority to Impose Discipline

Within the behvaioral expectations of St. George Academy and under Utah Code Ann. [§ 53A-11-905](#):

- The Dean of Students will implement and manage St. George Academy's Behavioral Framework. The least intense response will be attempted first. The Dean of Students will manage Level 1 and Level 2 behaviors and only if necessary Level 3-6 behaviors. The Dean of Students has the authority to suspend students for up to ten (10) days.
- The Executive Director will manage Level 3-6 behaviors. The least intense response will be attempted first. The Executive Director has the authority to suspend a student for up to one (1) school year.
- The Board of Directors has the authority to expel a student for a fixed or indefinite period.

Policy required for [Board Rule R277-609](#)

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