

## *STUDENT DISCIPLINE POLICY*

### PURPOSE

The purpose of this policy is to foster a safe, positive environment for learning by teaching the practice of self-discipline, citizenship skills, and social skills through the *Seven Foundation Stones* of **Respect, Self-Control, Responsibility, Cooperation, Citizenship, Integrity, and Perseverance**.

### 1. TEACHING SELF-DISCIPLINE, CITIZENSHIP AND SOCIAL SKILLS

In every area of education if students lack skills we teach them. We believe the same should be true for student behavior, including self-discipline, citizenship skills, and social skills. At Good Foundations Academy we will provide support to students and the community at large by teaching students these skills.

- A. At Good Foundations Academy, plans and policies shall be developed for classroom and student management which will include:
  1. Written standards for student behavior expectations, including school and classroom management (See matrix in Appendix A.)
  2. Effective instructional practices for teaching student expectations through our character education program including assemblies, bi-weekly 45 minute character lessons, and cross curricular connections with a focus on student character.
  3. Systematic methods for reinforcement of expected behaviors.
  4. Uniform methods for correction of student behaviors.
  5. Uniform methods for at least annual school-level data-base evaluations of efficiency and effectiveness.
- B. On-going staff development shall be provided for all staff regarding:
  1. Effective instructional practices for teaching and reinforcing behavior expectations.
  2. Effective intervention strategies.
  3. Effective strategies for evaluation of the efficiency and effectiveness of interventions.
- C. Good Foundations Academy shall determine the range of student behaviors and establish a continuum of administrative procedures that may be used by school personnel to address student behavior, including:
  1. Classroom level strategies
  2. School level strategies
- D. Training

Good Foundations Academy will provide training and strategies for students and staff in the following topics:

  - School-wide discipline procedures
  - School-wide expectations
  - Bullying prevention
  - Respect



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- Self-Control
- Cooperation
- Responsibility
- Integrity
- Citizenship
- Perseverance
- Adult supervision of students (staff only)
- Give parent and student surveys relating to school culture
- Appropriate restraint procedures for key personnel

## 2. RANGE OF BEHAVIORS

- A. **Minor Infractions:** Minor infractions are defined as infraction of school rules that are usually handled by teachers in the classroom. Chronic or excessive minor infractions can become major infractions and result in office discipline referral to school administration. Minor infractions can result in a loss of privileges, phone calls home, and in-school suspension. The following are minor infractions:
1. Dress code violations
  2. Disrespect, including put downs, talking back, and defiance
  3. Public displays of affection
  4. Inappropriate language and actions
  5. Tardies
  6. Disruptive behavior including talk-outs, chronic talking, and out of seat
  7. Horseplay
  8. Chewing gum
  9. Noncompliance
  10. Inappropriate computer use (see CIPA Policy)
- B. **Major infractions:** GFA defines major infractions as severe infractions of school rules that result in immediate office discipline referrals to school administration. These infractions usually lead to out of school suspension. All infractions are classified at the discretion of the Executive Director. Major infractions include but are not limited to:
1. Safe school violations, including assault, threats to kill/harm, and discrimination
  2. Drug, alcohol, and tobacco violations
  3. Physical aggression including fighting and throwing objects at a person causing apparent physical injury.
  4. Any criminal action occurring at school such as vandalism, fire setting, possession or use of combustibles, forgery, and theft
  5. Chronic or excessive abusive language, truancy, tardies, or non-compliance
  6. Repetitive bullying and harassment
- Students who commit a major infraction will be removed from the school setting immediately and referred to the Executive Director for investigation.***



### 3. PROHIBITED CONDUCT AND DISCIPLINE PROCEDURES (MAJOR INFRACTIONS)

Prohibited conduct is forbidden at school, on school property, including school vehicles, and at any school activity. Prohibited conduct is defined as a serious violation that threatens or harms the learning environment, school property, a person connected with school, or members of school staff, student body, administration, or the board. Removal from school means that the student is suspended from instruction and activities at Good Foundations Academy for a temporary period of time up to ten 10 days. Removal longer than ten days will result in expulsion or change of placement.

- A. A student **WILL** be removed from school **for at least 1 year** for a serious violation involving but not limited to the following:
1. A real weapon or
  2. Explosive or flammable material
  3. The sale, control or distribution of a drug, controlled substance, imitation controlled substance, or drug paraphernalia
  4. Using or threatening to use serious force
  5. 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. A serious violation toward a student or staff member
- B. A student **MAY** be removed from school for the following:
1. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption
  2. Willful disobedience or violating a school rule
  3. Defying authority
  4. Disruptive behavior
  5. Foul, profane, vulgar, or abusive language
  6. Defacing or destroying school property
  7. Truancy
  8. Theft
  9. Posing a significant threat to the welfare, safety or morals of a student, school personnel, or the operation of the school
  10. Fighting
  11. Bullying (including, but not limited to, behavior intended to cause harm or distress in a relationship with an imbalance of power, especially if repeated over time)
  12. Possessing a drug, an imitation drug, drug paraphernalia, or misusing any substance
  13. Possessing or using tobacco
  14. Hazing, demeaning, or assaulting someone, or forcing someone to ingest a substance
  15. Inappropriate exposure of body parts
  16. Sexual or other harassment
  17. Gang-related attire or activity
- The decision to remove or to discipline in some other way is made by the executive director based on all the circumstances.*

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- C. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.
- D. When appropriate, students will be placed on remedial discipline plans.
- E. School personnel may use reasonable physical restraint, if necessary, to protect a person or property from physical injury or to remove a violent or disruptive student.
- F. If damage or loss of school property occurs, official report cards, diploma, and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

#### 4. MINOR INFRACTIONS LEADING TO HABITUALLY DISRUPTIVE BEHAVIOR

A. Definitions

- 1. **Qualifying minor** means a school-age minor who is at least 9 years old or turns 9 years old at any time during the school year.
- 2. **Disruptive behavior** means behavior outlined in *Range of Behaviors sections A*.
- 3. **Behavior contract** means the parent, teacher, and administration agree on appropriate consequences and rewards to help a student correct behavior. The contract is typically driven by the antecedent behavior and a goal for appropriate behavior is designed. The student's progress is monitored through trackers and observations.

B. Referral for At Risk Behavior

- 1. A referral for a student with "At Risk Behavior" may be issued for any student
- 2. A student can be referred for "At Risk Behavior Interventions" when a teacher makes a case for behavior causing a serious disruption within the classroom setting. Teachers will document in class interventions to prove a case for a behavior referral. (See appendix B for minor referral step form)
- 3. After 3 documentations of proactive behavior planning and communication with parents, staff will refer the student for "at risk" behavior status (See referral form in Appendix C)
- 4. An "At Risk Behavior" referral may only be approved by the Executive Director who will assign the following steps
  - a. Interview the student (See Appendix D)
  - b. Interview the student's teacher (See Appendix E)
  - c. Have observations assessed of the student's behavior in order to understand the antecedent to the behavior (See Appendix F)
  - d. Once antecedents are identified the student will be placed on a behavior contract.
- 5. A behavior contract will not be put in place until the parent or guardian gives consent to the plan.
- 6. When the behavior contract is put into place the parent will be given a list of resources available to assist the parent in resolving the student's behavior problem.

C. Notice of Disruptive Student Behavior (See Appendix G)

- 1. A notice of Disruptive Student Behavior may only be issued to a qualifying minor who has not succeeded with their At Risk Behavior Contract.
- 2. A Notice of Disruptive Student Behavior may only be issued by a school administrator or a designee.

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3. A Notice of Disruptive Student Behavior **MAY** be issued when the student has:
    - a. Engaged in disruptive behavior (repetitive minor infractions that do not result in suspension or expulsion;) or
    - b. Engaged in disruptive behavior that does result in suspension or expulsion one or more times during the school year (continued major infractions.)
  4. A Notice of Disruptive Behavior requires that the student and parent meet with school authorities to discuss the disruptive behavior.
  5. The student and/or parent may contest a Notice of Disruptive Student Behavior in the following manner:
    - a. If the notice is written by an assistant administrator or other designee, the appeal is made to the Executive Director.
    - b. If the notice is written by the Executive Director, the appeal is made to the Board of Directors.
  6. Good Foundations Academy shall establish procedures for a school representative to work with a student in order to attempt to resolve the student's behavior problem before the student becomes subject to the jurisdiction of the Juvenile Court.
- D. Habitual Disruptive Behavior Citation (See Appendix H)
1. The Habitual Disruptive Student Behavior Citation may only be issued to a student who has received a Notice of Disruptive Student Behavior and:
    - a. engages in disruptive behavior (that does not result in suspension or expulsion) at least 6 times during the school year;
    - b. engages in disruptive behavior that does not result in suspension or expulsion at least 3 times during the school year and engages in disruptive behavior that results in suspension or expulsion, at least once during the school year; or
    - c. engages in disruptive behavior that results in suspension or expulsion, at least twice during the school year.
  2. A Habitual Disruptive Student Behavior Citation may only be issued by the Executive Director with Board approval
  3. The citation shall be mailed by certified mail to, or served on, the parent of the student
  4. A student to whom a Habitual Disruptive Student Behavior Citation is issued shall be referred to the Juvenile Court.
  5. Within five days after the citation is issued, a representative of the school shall provide documentation to the parent and the court of the efforts made by school administration and staff.
  6. The Executive Director will cooperate with the Juvenile Court in providing other information as needed, including but not limited to attendance, grades, and behavioral reports.
- E. The following school personnel shall be authorized to issue notices of disruptive behavior. These personnel shall provide documentation of habitually disruptive student behavior prior to court referral.
1. Building administrators (Executive Director or Curriculum Director)
  2. Behavior support personnel

## 5. CONFLICT RESOLUTION

Students will have the opportunity to discuss with a trained adult issues pertaining to a conflict with peers. Students will engage in active communication and coached through appropriate problem solving skills. If necessary these conversations can result in a minor or major infraction based on the evidence collected.

## 6. SEARCHES

- A. School personnel may search students, lockers, personal property, and desks.
- B. School personnel may also conduct random searches that might include all lockers and other school property.

## 7. SUSPENSION AND EXPULSION DEFINED

- A. Suspension is disciplinary removal from school with an offer of educational services.
- B. Expulsion is a disciplinary removal from school by the Executive Director and the Board of Directors for more than 10 school days without an offer of alternative educational service.

## 8. READMISSION AND ADMISSION

- A. If a student is removed from school under the section above titled, *Prohibited Conduct and Related Discipline*, readmission depends upon satisfactory evidence that the student will not be a danger to self, others, or school property.
- B. If a student is removed from school under the section titled, *Habitual Disruptive Behavior*, the student may be readmitted after the parent/guardian meets with the Executive Director to make a plan to correct the behavior(s) and after the student completes both the days of suspension and any conditions imposed.
- C. The school may deny admission to a student who has been expelled from any school in the last twelve months.

## 9. DUE PROCESS

- A. If a student is removed from school or otherwise disciplined under this policy, the student has the right to meet with the executive director to tell his/her side of the story.
- B. If the executive director recommends removal for more than 10 school days, a Board Member or designee will hear the case at the school with the student, the parent or guardian, the executive director, and others as necessary. This hearing will be held within 10 school days of removal from school.
- C. If a student is removed from school for more than 10 school days, an appeal of the decision may be made in writing to the Board President within 10 school days of the decision. The parent or guardian is responsible to plan and to pay for any educational services not provided by the district during the suspension.



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## 10. STUDENTS WITH DISABILITIES

If a student has a qualified disability, the executive director will explain the separate procedures that **may** apply based on the procedural safeguards under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act (if applicable.)

## 11. Parent Notification

Parents will be notified by teachers and/or administration in disciplinary circumstances per state law. Parents have the right to request set an appointment with administration in regard to any disciplinary action taken by staff or administration.



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*Appendix A: GFA School-Wide Expectations Matrix*





	<i>Play-yard</i>	<i>Halls</i>	<i>Cafeteria</i>	<i>Bathroom</i>	<i>Office</i>	<i>Carpool</i>
<b><u>Respect</u></b>	Use positive language, have an inclusive attitude. Obey yard duty aides.	Stay at a volume zero or 1 in order to respect the classes in progress. Follow aide's instructions.	Use manners "Please and Thank you" toward the lunch workers, aides, and fellow Guardians.	Appropriately use the toilets and sinks.	Wait for an office member to help you. Say "excuse me" when getting an office members attention. Use manners.	Use kind words to your carpool teacher and all friends/siblings.
<b><u>Self-Control</u></b>	Keep hands and feet to yourself. Choose school appropriate activities that you will enjoy.	Keep your hands and feet to yourself. Walk on the right side of the hallway.	Eat your own food and talk quietly. Leave your table when an adult excuses you.	Use your body for restroom and cleaning purposes only.	When waiting in chairs remain seated; when waiting for the phone stand in line patiently. Cross the pink line when given permission.	Keep your hands and feet to yourself. Keep your body off of the sidewalk and street.
<b><u>Responsibility</u></b>	Use equipment for it's designed purpose. Be careful it equipment and only bring approved items.	Walk with a purpose.	Bring or order a lunch ahead of time every day. Put garbage in the trash can.	Wash and dry your hands. Report toilet and sink issues to the office.	Walk to the office with a purpose. Take care of business and head back to class with a purpose.	When your parents come, notify your teacher and go directly to your car.
<b><u>Cooperation</u></b>	Work as a team, and think of your classmates before yourself. Follow the Golden Rule.	Be an example to your classmates by standing appropriately in line.	Work together to encourage friends to eat healthy and keep the cafeteria clean. Stay at a volume 2 at all times.	"Get in" and "Get out" fast so that other students may use the restroom.	Help friends to the office if a teacher or other adult gives you permission.	Help friends to see if their parent is coming and encourage them to go directly to their car.



	<i>The Gym (PE)</i>	<i>Art Room</i>	<i>Music Class</i>	<i>Library</i>	<i>Classrooms</i>	<b>VOLUME KEY</b>  0 = <b>Voices Off</b> 1 = <b>Whisper</b>
<u><b>Respect</b></u>	Use equipment for its designed use. Take good care of the equipment.	Treat others and their property kindly. Keep negative opinions to yourself.	Handle and put instruments away with care.	Treat others as you would like to be treated.	Follow all instructions and expectations of your teacher.	
<u><b>Self-Control</b></u>	Display good sportsmanship at all times to everyone.	Stay in your seat. Work quietly. If it's not yours you do not need to touch it.	Keep your volume aligned with the class. Stay in your seat during class time.	Enter quietly, maintain "library" voices. Hands and feet to self.	Keep hands and feet to yourself. Keep your brain and body focused on learning.	<b>2 = Partner or Small Group</b>
<u><b>Responsibility</b></u>	Follow rules and directions as instructed.	Be on time and prepared for class, Have your art-shirt and homework ready when class starts.	Be attentive when lessons are being taught. Turn in work as assigned.	Use proper care for your library books and return them on time.	Turn work in on time, come to school every day on time, be organized, and keep a clean desk/locker.	<b>3 = Class Conversation</b>
<u><b>Cooperation</b></u>	Work as a team. Arrive ready to learn.	Take turns with supplies. Help clean up at the end of class. Arrive ready to learn.	Sing the songs with your class. Participate in all activities. Arrive ready to learn.	Work together and stay on task. Arrive ready to learn.	Be a team! Celebrate your classmates' victory and value their success as much as your own.	<b>4 = Presentation</b>
<u><b>PLEDGE:</b></u>	<b>I am a GFA Guardian.</b>					
	<b>I will show respect for people and property.</b>					
	<b>I will use self-control and have the integrity to do what is right.</b>					
	<b>I will be responsible for my choices.</b>					
	<b>I will cooperate with others.</b>					
	<b>I will practice citizenship to make our community a better place.</b>					
	<b>I will persevere to reach my goals.</b>					
	<b>I will strive for excellence.</b>					
	<b>I am a GFA Guardian.</b>					



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Appendix B: *Minor Infraction Step form*

**Step 1:** *Teacher gives student warnings and consequence/training in expectations (approx. 1 week)*

Student Behavior Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher Intervention Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

**Step 2:** *Teacher gives student consequence/intervention and contacts parents to create a plan (approx. 2-3 weeks)*

Student Behavior Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher Intervention Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent Contacted by phone or in person: \_\_\_\_\_ Date: \_\_\_\_\_

Plan for improved behavior: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

**Step 3:** *Parent/Teacher/Student Conference positive behavior plan with clear consequences*

Description of Positive Behavior Contract with Consequences mapped out/executed for at least 3 weeks:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

**Teacher needs to submit a referral to the At-Risk program if the behavior contract fails.**

Appendix B: *Minor Infraction Step form (Continued)*



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**Step 4:** *Parent/Teacher/Admin Conference review positive behavior plan with clear consequences*

**REVISE** Positive Behavior Contract with Consequences and execute for at least 3 weeks:

Admin Consequence: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_ Adults Present: \_\_\_\_\_

Meeting Notes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

SIS Log number: \_\_\_\_\_ Date Consequence Given: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

Admin Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

**Step 5:** *Admin gives parent a notice of disruptive student behavior, admin consequences (ISS), revise plan*

Date notice of disruptive student behavior given: \_\_\_\_\_

Admin Consequence: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

SIS Log number: \_\_\_\_\_ Date Consequence Given: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Admin Signature: \_\_\_\_\_

**Step 6:** *Admin gives a habitual disruption citation and admin consequences (ISS)*

Date citation of habitual disruption given: \_\_\_\_\_

Admin Consequence: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

SIS Log number: \_\_\_\_\_ Date Consequence Given: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Admin Signature: \_\_\_\_\_



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Appendix C: *At Risk Referral*

## Good Foundations Academy Teacher Referral for AT RISK Status

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**GFA DEFINITION OF AT RISK:** A student who is at the 25<sup>th</sup> percentile or below in NWEA (Math, Reading, or Language), below benchmark or well below benchmark on DIBELS, proficiency level 1 on ELA or Math on SAGE, Grades of D’s and F’s on multiple report cards, continual minor infractions within the classroom setting and teacher has expired the minor infraction flow chart, or any combination of the above. Parent has already been contacted about this step taking place.

**Action/s Requested:**

- **MATH:** At-Risk Tier 2 Intervention (with an aide or RTI specialist)
- **READING:** At-Risk Tier 2 Intervention (with an aide or RTI specialist)
- **BEHAVIOR:** Interviews, Observation, and Contract with admin.

**Please attach the following:**

- NWEA and/or SAGE Student Report
- Most recent Report Card
- DIBELS Student Report (If applicable)

**Please circle any of the following interventions you have tried already:**

Changed seating	Behavior Contract	Parent Contacted
Small Group Instruction	Lunch/After School Tutoring	Yellow Card Referral
Positive Reinforcement	Using proximity for student	Non-Verbal Redirects

**Describe Specific Concerns:**

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\*\*COPY TO EXECUTIVE DIRECTOR, CURRICULUM DIRECTOR, AND THE CLASSROOM TEACHER



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Appendix D: *Student Interview Questions*

## **Good Foundations Academy Behavior Assessment (Student Question Survey)**

1. How do you feel (in the environment the situation is taking place)?

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2. Is there anything else that makes you feel this way?

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3. Why do you think this is happening?

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4. What do you want to do when you feel that way?

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5. What would help make the situation better (what can you do/what can I do)?

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6. Who do you trust to help you and why do you trust them?

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7. Is there anything else I need to be aware of?

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Appendix E: *Teacher Interview Questions*

## **Good Foundations Academy Behavior Assessment (Teacher Question Survey)**

1. What behaviors are you observing and what interventions have you tried to correct them?

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2. How do you think the student feels (in the environment the situation is taking place)?

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3. Why do you think this is happening?

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4. What do you think the student wants to do when he/she feels that way?

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5. What would help make the situation better (what can you do/what can I do)?

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6. Who do you think the student trusts to help them and why do they trust that person?

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7. Is there anything else about this student that I need to be aware of?

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Appendix F: Student Behavior Observation FBA

Student:	DOB:	Grade:
Participants:		Date:

<p><i>Describe the problem behavior/incident in observable terms:</i></p>           <p><i>If the above statement addresses multiple behaviors, identify the <b>ONE BEHAVIOR</b> to be targeted for intervention:</i></p>           <p><i>Other medical/mental conditions that may contribute to target behavior:</i></p>	<p><b>ANTECEDENTS</b> <i>What is likely to "set off" or precede the problem behavior?</i></p> <p><b>WHEN</b> is the problem behavior most likely to occur?  <input type="checkbox"/> Morning — approximate time(s) _____  <input type="checkbox"/> Afternoon — approximate time(s) _____  <input type="checkbox"/> Before/after school   <input type="checkbox"/> Lunch/recess  <input type="checkbox"/> Time of day does not seem to affect this behavior</p> <p><b>WHERE</b> is the problem most likely to occur?  <input type="checkbox"/> Reg. Ed. classroom   <input type="checkbox"/> Spec. Ed. classroom  <input type="checkbox"/> Hallways   <input type="checkbox"/> Cafeteria  <input type="checkbox"/> _____  <input type="checkbox"/> Location does not seem to affect this behavior</p> <p>During what <b>SUBJECT/ACTIVITY</b> is the problem behavior most likely to occur?  <input type="checkbox"/> Subject(s) _____  <input type="checkbox"/> Unconstructed activities   <input type="checkbox"/> Seatwork  <input type="checkbox"/> Group Activities   <input type="checkbox"/> Transitions  <input type="checkbox"/> Lesson presentations   <input type="checkbox"/> Task explanations  <input type="checkbox"/> _____  <input type="checkbox"/> Subject/activity does not seem to affect this Behavior</p> <p>The <b>PEOPLE</b> that are present when the problem behavior is most likely to occur include:  <input type="checkbox"/> Teacher   <input type="checkbox"/> Classmates  <input type="checkbox"/> Other Staff   <input type="checkbox"/> Other peers  <input type="checkbox"/> _____  <input type="checkbox"/> Subject/activity does not seem to affect this Behavior</p>	<p><b>CONSEQUENCES</b> <i>What "payoff" does the student obtain when she/he demonstrates the problem behavior?</i></p> <p>The student <b>GAINS</b>:  <input type="checkbox"/> Teacher/adult attention  <input type="checkbox"/> Peer attention  <input type="checkbox"/> Desired item or activity  <input type="checkbox"/> Control over others or situation  <input type="checkbox"/> Self Stimulation  <input type="checkbox"/> _____</p> <p>The student <b>AVOIDS</b> or <b>ESCAPES</b>:  <input type="checkbox"/> Teacher/adult attention  <input type="checkbox"/> Peer attention  <input type="checkbox"/> Non-preferred activity, task or setting  <input type="checkbox"/> A difficult task or frustrating situation  <input type="checkbox"/> _____</p> <p>What has been tried thus far to change the problem behavior?  <input type="checkbox"/> This is a first occurrence and will be addressed through this FBA and Behavior Intervention Plan.  <input type="checkbox"/> Implemented rules and consequences for behavior are posted.  <input type="checkbox"/> Implemented behavior or academic contract.  <input type="checkbox"/> Implemented home/school communication system.  <input type="checkbox"/> Adapted curriculum — How?  <input type="checkbox"/> _____</p> <p><input type="checkbox"/> Modified instruction — How?</p>
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	<p>Are there <b>OTHER EVENTS</b> or <b>CONDITIONS</b> that immediately precede the problem behavior?</p> <p><input type="checkbox"/> A demand or request</p> <p><input type="checkbox"/> Unexpected changes in schedule or routine</p> <p><input type="checkbox"/> Consequences imposed for behavior</p> <p><input type="checkbox"/> Comments/teasing from other students</p> <p><input type="checkbox"/> _____</p> <p>HOW OFTEN does the behavior typically occur?</p> <p><input type="checkbox"/> times per day _____</p> <p><input type="checkbox"/> times per week _____</p> <p><input type="checkbox"/> other _____</p> <p>When is the student most successful? When <b>DOESN'T</b> the problem behavior occur?</p>	<p><input type="checkbox"/> Adjusted schedule – How?</p> <p><input type="checkbox"/> Conference with parents – Dates?</p> <p><input type="checkbox"/> Sent student to office – Dates?</p>

**Motivation Scale**

	Never	Seldom	Half the time	Usually	Always
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1. Does the behavior occur following a request to perform a difficult task?					
2. Does the behavior seem to occur in response to your talking to other students in the room?					
3. Does the behavior ever occur to get an object or activity that this student has been told he/she can't have?					
4. Does the behavior occur when any request is made of the student?					
5. Does the behavior occur whenever you stop paying attention to the student?					
6. Does it appear that this student enjoys performing the behavior?					
7. Does this student seem to do the behavior to upset or annoy you?					
8. Does the behavior stop occurring shortly after you give this student the object or activity he or she requested?					
9. When the behavior is occurring, does the student seem calm and unaware of anything else going on around him/her?					
10. Does the behavior cease shortly after you stop making demands of this student?					



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Appendix E (Continued): *Student Behavior Observation FBA*

<p align="center"><b>FUNCTION OF PROBLEM BEHAVIOR</b></p>	<p align="center"><b>REPLACEMENT BEHAVIOR</b></p>
<p>After reviewing the data on antecedents and consequences, summarize the information below: Consider the following questions...</p> <p>What is the student getting from this behavior? What function is being met by the student's behavior?</p> <p>When: (summarize antecedents)</p> <p>This student: (Identify the problem behavior)</p> <p>In order to: (Summarize "payoff")</p>	<p>Identify the replacement behavior. Remember that replacement behavior is <b>NOT</b> an absence of the problem behavior (i.e.; do not write: "I want this student to stop hitting").</p> <p>Instead, a replacement behavior is a description of the behavior that the student will perform in place of the problem behavior which could include socially appropriate alternative behavior, coping skills, anger management skills, techniques to deal with frustrating situations, self advocacy, as well as many others. An example is "When the student is frustrated, rather than hitting, I want this student to keep hands to themselves.")</p> <p>When: (summarize antecedents)</p> <p>Rather than:(Restate the problem behavior)</p> <p>I want this student to: (Define replacement behavior)</p>
<p><i>Examples:</i></p> <ol style="list-style-type: none"> <li><i>1. When in the halls before school, after school and during transitions, this student pushes other students and verbally threatens to beat them up in order to gain status and attention from peers.</i></li> <li><i>2. When working on independent seatwork during his/her regular education math class, this student puts his/her head on his/her desk in order to escape work that is too difficult/frustrating.</i></li> </ol>	<p><i>Examples:</i></p> <ol style="list-style-type: none"> <li><i>1. When in the halls before, after, and during transitions, rather than pushing students and threatening to beat them up, I want this student to walk in halls with hands on his/her side and say "hello" to those with whom he/she wishes to interact.</i></li> <li><i>2. When working on independent seatwork during math class, rather than putting his/her head on his/her desk because he/she doesn't know how to do a problem, I want this student to raise his/her hand for help and move on to the next problem while waiting for my assistance.</i></li> </ol>



Building Knowledge and Character

Appendix G: *Notice of Disruptive Student Behavior*

### Good Foundations Academy

Notice of Disruptive Student Behavior  
Pursuant to Utah State Code 53A-1-910

Student name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Student #: \_\_\_\_\_

Parent / Guardian: \_\_\_\_\_ Contact#: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

**In accordance with Utah State Code 53A-11-910** it is unlawful for a school age minor to engage in disruptive student behavior. Consequently, a qualifying minor is subject to the jurisdiction of the juvenile court. In an effort to correct your student's negative / disruptive behavior and to preclude the submission of the Habitual Disruption Citation to juvenile court, this letter constitutes a Notice of Disruption. Your student has been involved in the following disruptive incidents related to school.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

A meeting has been scheduled for you and your student. The objective of the meeting is to discuss the student's incidents of disruption and suggest interventions. This may benefit and support the student in developing a positive behavior pattern related to school. State law requires that parent and student attend the scheduled meeting. Parents are also required to cooperate in the correcting of the student's disruptive issues. The meeting is scheduled for:

\_\_\_\_\_  
(date)

\_\_\_\_\_  
(time)

\_\_\_\_\_  
(location)

Attached you will find a list of interventions that are available through Good Foundations Academy. If the intervention plan is unsuccessful and the student presents further incidents, the school will be required to issue the Habitual Disruption Citation:

- \_\_\_\_\_ 6 incidents of disruptive behavior not resulting in suspension
- \_\_\_\_\_ 3 incidents of disruptive behavior not resulting in suspension and 1 incident resulting in suspension
- \_\_\_\_\_ 2 incidents of disruptive behavior resulting in suspension

\_\_\_\_\_  
(Student signature)

\_\_\_\_\_  
(Parent signature)

\_\_\_\_\_  
(Administration signature)

\_\_\_\_\_  
(Date)

<b>Notice of Disruptive Student Behavior</b>			
<b>Good Foundations Academy</b>			
Date	<input style="width: 100%;" type="text"/>		
Student Name	<input style="width: 100%;" type="text"/>	Grade	<input style="width: 100%;" type="text"/>
		Date Range of Incidents	<input style="width: 100%;" type="text"/>
<b>Location of Incident</b>			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Hallway	<input type="checkbox"/> Restroom	
<input type="checkbox"/> Lunchroom	<input type="checkbox"/> Playground	<input type="checkbox"/> Other	
<b>Type of Behavior(s) Documented</b>			
<input type="checkbox"/> Attendance	<input type="checkbox"/> Physical Injury	<input type="checkbox"/> Tardy	
<input type="checkbox"/> Cheating	<input type="checkbox"/> Fighting	<input type="checkbox"/> Theft	
<input type="checkbox"/> Disruption	<input type="checkbox"/> Instigating a fight	<input type="checkbox"/> Vandalism	
<input type="checkbox"/> Defiance	<input type="checkbox"/> Intimidation/Threats	<input type="checkbox"/> Fire/Bomb Threat	
<input type="checkbox"/> Disrespect	<input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Weapon Possession	
<input type="checkbox"/> Dress Code	<input type="checkbox"/> Profanity	<input type="checkbox"/> Verbal Conflict	
SIS Referral numbers:	<div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p style="text-align: right; font-size: small;">**All Incident Descriptions are to be attached</p>		
Summary			
<b>Previous Actions</b>			
<input type="checkbox"/> At-Risk Behavior Program	<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Behavior Contract	
<input type="checkbox"/> Student Cosequences	<input type="checkbox"/> Other		
	↳ Explain		
<b>Course of Action</b>			
<input type="checkbox"/> Conference with Administration	<input type="checkbox"/> OSS # of Days		
<input type="checkbox"/> Parent Contact/Conference	<input type="checkbox"/> Due Process Hearing		
<input type="checkbox"/> ISS # of Days	<input type="checkbox"/> Police Contacted		
Other			
Administrator Comments			
Student Signature _____	Administrator Signature _____		
Parent Signature _____			



Building Knowledge and Character

Appendix H: *Notice of Disruptive Student Behavior Citation*

**Good Foundations Academy**

REQUEST FOR JUVENILE COURT ACTION

Habitual Disruption Citation

Pursuant to Utah State Code 53A-11-910

Student Name \_\_\_\_\_ Date of birth \_\_\_\_\_

Age \_\_\_\_\_ Gender M /F Grade \_\_\_\_\_ Student number \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Phone number \_\_\_\_\_

Language (if other than English) \_\_\_\_\_ Interpreter needed? \_\_\_\_\_

Date	Incidents of Disruption
	Use of foul, abusive or profane language while engaged in school activities
	Illicit use, possession, or distribution of controlled substances or (circle one): drug paraphernalia, alcohol, drugs, tobacco
	Hazing, demeaning, or assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance
	Frequent or flagrant willful disobedience
	Defiance of proper authority
	Willful destruction or defacing of school property
	Behavior or threatened behavior, which poses an immediate and significant threat to safety, welfare or morals of other students or school personnel or the operation of the school
	Threaten to harm or to do harm to school, school property, to a person associated with school or property associated with that person, regardless of where it occurs
	Possession, regardless of intent, control, or actual or threatened use of a real or look-alike weapon, explosive, or noxious or flammable material
	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

Date	School Interventions
	Notice of Disruption sent to parent- attach copy
	Meeting with parent; parent attended meeting? (yes / no )
	Intervention plan developed
	List of available interventions provided to parent

School Administrator Submitting Referral \_\_\_\_\_ Date \_\_\_\_\_