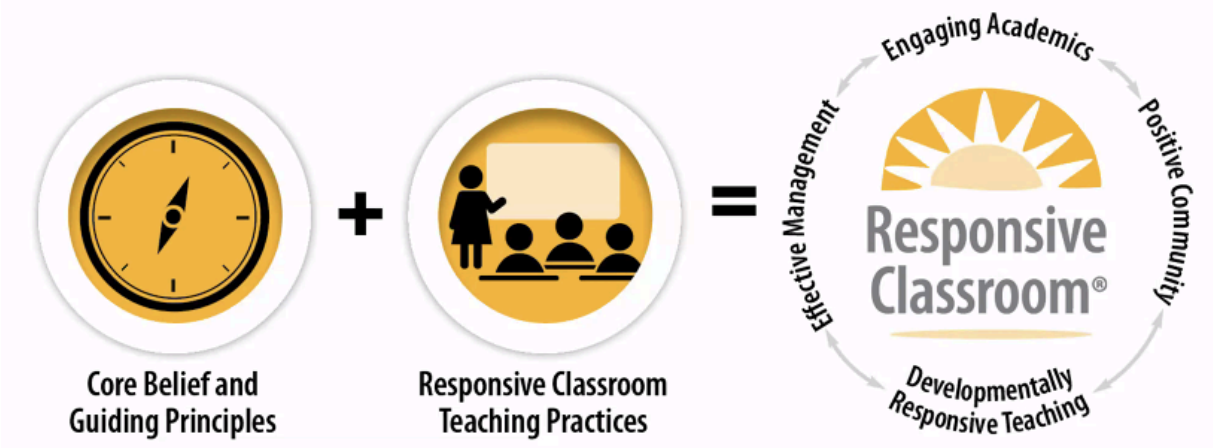
Boulder Elementary School

POSITIVE BEHAVIORS PLAN

Submitted by Boulder's Community Council March 1, 2021, following responsibilities outlined in Utah Code, Title 53G-7-1202(3)(a)(v) and approved by Garfield County School Board on April 15, 2021. Boulder Elementary School uses the *Responsive Classroom* Approach.

"The *Responsive Classroom* approach to teaching is comprised of a set of well-designed practices intended to create safe, joyful, and engaging classrooms and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs."

All sections about Responsive Classroom are directly from Responsive Classroom.



CORE BELIEF OF THE *RESPONSIVE CLASSROOM* APPROACH

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

GUIDING PRINCIPLES OF THE *RESPONSIVE CLASSROOM* APPROACH

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.

5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

RESPONSIVE CLASSROOM **TEACHING PRACTICES**

1. Interactive Modeling: An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).
2. Teacher Language: The intentional use of language to enable students to engage in their learning and develop academic, social, and emotional skills they need to be successful in and out of school.
3. Logical Consequences: A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
4. Interactive Learning Structures: Purposeful activities that give students opportunities to engage with context in active (hands-on) and interactive (social) ways.
5. Morning Meeting: Everyone in the classroom gathers in a circle at the beginning of each day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
6. Establishing Rules: Teachers and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
7. Energizers: Short, playful, whole-group activities that are used as breaks in lessons.
8. Quiet Time: A brief, purposeful and relaxed time of transition that takes place after lunch and recess before the rest of the school day continues.
9. Active Teaching: A strategy for delivering curriculum context where the teacher presents, explains, illustrates, and demonstrates content in a way that enables students to meet a learning objective. The three phases of active teaching are Teach and Model, Student Collaboration, and Facilitate Reflection.
10. Student Practice: A process that follows active teaching where students explore and practice, under the teacher's guidance, the content, and skills taught during a lesson. This gives the teacher the opportunity to identify and correct students' thinking before they practice further on their own.
11. Small Group Learning: A structured way for students to work together on a specific learning goal, assignments, or project that is organized by the teacher.
12. Closing Circle: A gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

    * 9, 10, 11 are specific strategies for teaching students in grades sixth through eight, although they are occasionally used with all elementary students.

THE KEY DOMAINS OF *RESPONSIVE CLASSROOM*

1. Engaging Academics: Adults create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
2. Positive Community: Adults nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
3. Effective Management: Adults create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
4. Developmental Awareness / Developmentally Responsive Teaching: Adults use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

***RESPONSIVE CLASSROOM*'S FOCUS ON TEACHER EFFECTIVENESS**

For nearly 40 years, *Responsive Classroom* has been empowering K-8 educators by giving them the skills they need to ensure a high-quality education that will help all students thrive in our highly connected, interdependent world.

Professional Development in the *Responsive Classroom* approach strengthens educators' ability to:

- Design lessons that are active and interactive
- Use effective teacher language to promote academic and social growth
- Encourage engagement by giving students meaningful choices
- Start each day in a way that sets a positive tone for learning
- Set high expectations and teach students how to meet them
- Establish routines that promote autonomy and independence
- Build a sense of community and shared purpose
- Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation

RESEARCH SUPPORTING *RESPONSIVE CLASSROOM*

1. Responsive Classroom is an evidence-based approach as defined in the ESSA.
   Independent research has found that the *Responsive Classroom* approach is associated with higher academic achievement, improved teacher-student interactions, and higher quality instruction. See below for study details.2.
2. The Impact of Enhancing Students'Social and Emotional Learning
   In 2011, the Collaborative for Academic, Social and Emotional Learning (CASEL) conducted a meta-analysis of 213 school-based, social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.
3. Additional pertinent research

GUIDANCE - SOCIAL EMOTIONAL LEARNING, CHARACTER EDUCATION, AND STUDY SKILLS

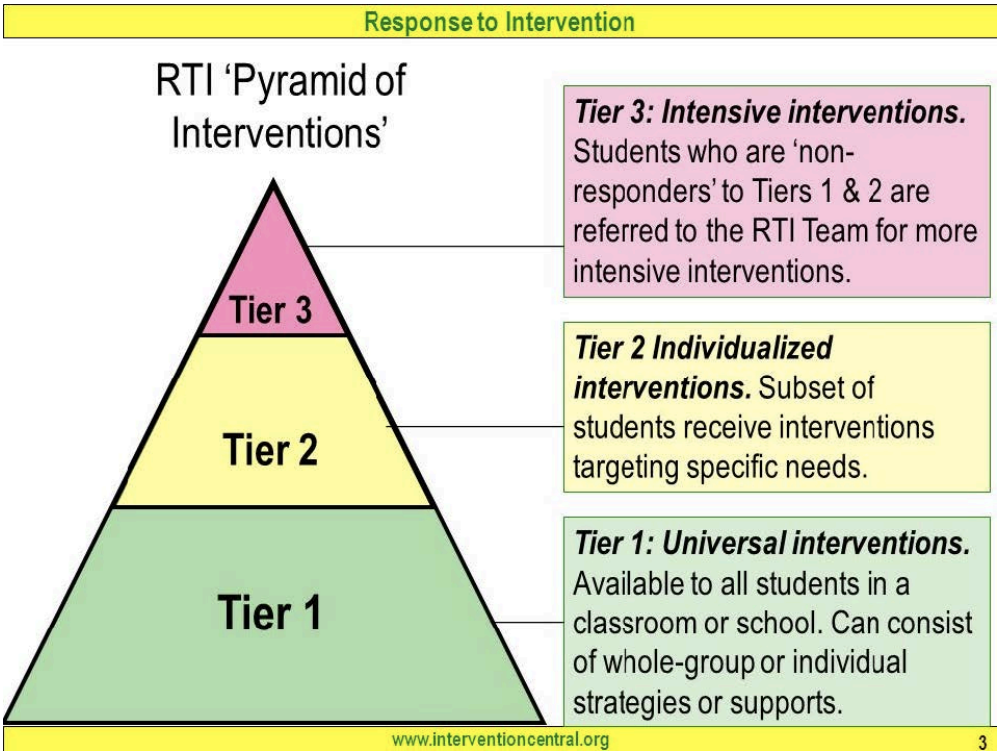
Students have Guidance led by a classroom teacher or paraeducator for twenty minutes daily. In addition to Responsive Classroom's set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control, the curriculums used to facilitate are *Readers With Character*, *Mind and Heart*, and *Study Skills Program For Groups*.

Students have Guidance led by Becky Dalton, the district's licensed social worker, once a month (4-6 for 45 minutes and k-3 for 30 minutes). Currently, the curriculum used is *Overcoming Obstacles.*

Garfield County School District is in the process of choosing a new Guidance curriculum to be used in all elementary schools. It will replace the two above programs and will be delivered by a licensed educator.

GUIDANCE RESPONSE, REFERRAL PROGRAM, AND RESOURCES

Garfield County School District has the following Response to Intervention Program with Guidance being Tier 1:



Garfield County School District has the following Referral Protocol working with Becky Dalton, advisor and licensed social worker:

The teacher sends a referral form to the principal.

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The principal meets with the teacher about the child →Action plan implemented.

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The principal sends the form to the advisor, and the school notifies the parent.

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Advisor meets with the teacher.

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Advisor gains parental permission.

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Advisor matches a child with resources (Tier II & III)

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Advisor monitors or follows up with the teacher.

Garfield County School District is building its resources and currently has the following available to educators and students:

Southwest Behavioral Health Center (SBHC): Offers QPR training, provides parenting classes every six months, and Family Nights and Town Halls in Bryce Valley, Escalante, and Panguitch Communities.

PEP (Personal Empowerment Program): Services middle and high school teens who are self-referred and work in focus groups to learn life skills more catered to the student's needs.

YOUTH COALITION: Group that any teen can join that focuses on drug prevention as well as suicide prevention

Children's Justice Center (CJC): Offers trauma-informed training for staff and students and raises awareness in the community.

It helps communities respond more effectively to child abuse–a multidisciplinary team approach to minimize children's trauma during the investigation process.

–crisis intervention/support services, a coalition with officers, school counselors, and attorneys about individual cases. Referrals must come from DCFS or law enforcement.

JJS (Juvenile Justice Services):
Why Try, ADAPT, and DBT
*Can only dedicated Thursday afternoons to GCSD

Southwest Educational Development Center (SEDC):
Kathi Ann Busha- CMHC, comes every Tuesday to our county. The secure form must be completed by Becky Dalton or a school counselor. She can only meet with 6-12 grades per grant requirements.
Paul Day- School Psychologist/Behavioral Analyst, comes as needed. Observes the behavior of the student and gives action plans for teachers. He does not meet with children individually.
Emily Sagendorf- Another BCBA, works with children's behaviors in the classroom and can help develop behavior plans. She does not meet with children individually.

Stabilization & Mobile Response Team (SMRT) & Allies with Families:
After or during a crisis, family stabilization includes home visits, working with parents and children in providing a behavioral plan and incentives, respite care, and follow-up with families.

Additional Counselors available to GCSD that can serve all grades, K-12:
Tad Draper, LCSW –can service all areas and within their schools.
Alec Reynolds, LCSW –stationed in Panguitch at SBHC and will see patients through SBHC.
Eric Fawson, LCSW –independent with limited availability.

BEHAVIOR INFRACTIONS PLAN

Teachers and paraeducators will handle minor behavior infractions and administer appropriate consequences. A teacher will contact parents as appropriate.

When a student has had three minor behavior infractions (of a similar type), it becomes a major, and he/she is referred to the Principal/Head Teacher. The Head Teacher will handle all major behavior infractions and contact parents.

MINOR BEHAVIORS:

- Defiance/Disrespectful/Non-Compliance: The student engages in brief or low-intensity failure to respond to adult requests.
- Disruptions: The student engages in low-intensity but inappropriate disruption.
- Inappropriate Language: The student engages in a low-intensity instance of inappropriate language such as put-downs.
- Physical Contact: The student engages in non-serious but inappropriate physical contact. For example, they were not keeping hands to themselves, in other's personal space.
- Inappropriate Use of Property/Materials: The student engages in low-intensity misuse of property or improper use of items. For example, they were throwing pencils.
- Late Transitions: The student does not line up from recess in time to go in with the class.
- Inappropriate Classroom Behavior: The student does not follow set expectations of walking and quiet voices during transitions.
- Not Being in the Right Place at the Right Time: Students in hallways, bathrooms, classrooms, etcetera without adult permission or supervision when with other students.

MAJOR BEHAVIORS:

- Abusive/Inappropriate Language: Student delivers verbal messages that include swearing, name-calling, or use of words in an inappropriate way to adults or other students.
- Fighting: The student is involved in mutual participation in an incident involving physical violence.
- Physical Aggression: The student engages in actions involving serious physical contact where injury may occur, for example, hitting, punching, kicking, hair pulling, scratching, or biting.
- Defiance/Disrespect/Non-Compliance: The student engages in refusal to follow directions, talking back, or socially rude interactions.
- Harassment/Bullying: The student delivers disrespectful messages to another person that include threats, intimidation, obscene gestures, pictures, or written notes. Disrespectful messages have negative comments based on race, religion, gender, age, or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal matters.
- Inappropriate Display of Affection or Touching: The student engages in inappropriate verbal or physical gestures/contact of a sexual nature to another student/adult, either consensual or non-consensual.
- Inappropriate Location/Out of Approved Area: Student leaves school grounds or is in an area that is outside of defined school boundaries.

- Vandalism/Property Destruction: The student participates in an activity that destroys or disfigures property.
- Theft/Forgery: The student is in possession of, having passed on, or being responsible for removing someone else's property or has signed another person's name.
- Illicit Substances/Materials: The student is in possession of illicit substances, for example, tobacco, vaping materials, alcohol, illegal drugs, weapons (knives, guns—real or pretend), matches, firecrackers, gasoline, or lighters.
- Gang Activity: The student uses gestures, dress, and or speech to display an affiliation with a gang.
- Technology Violation: The student engages in inappropriate use of mobile phones, tablets, computers, or other electronic/digital devices.

SUSPENSION AND EXPULSION POLICY AS WRITTEN IN BOULDER ELEMENTARY SCHOOL'S HANDBOOK

Students should be aware that specific behaviors outlined below are unacceptable and will result in disciplinary action. The Garfield County School Board delegates its authority to suspend students to building administrators for up to ten days. Garfield County Superintendent of Schools will be responsible for suspension or expulsion beyond the ten days. For additional information, please refer to the **Garfield County Student Handbook**.

A student may be suspended or expelled for participation in any of the following prohibited behaviors when it occurs in a school building, in or on school property, or in conjunction with any school-sponsored activity:

- Bullying
- Cheating
- Gang Participation
- Harassment
- Hazing
- Indecent Exposure
- Swearing
- Theft
- Threatening Behavior