

## Student Discipline and Intervention Policy

1. Student Conduct and Discipline
  - 1.1. Vista School uses Positive Behavioral Interventions and Supports (PBIS) guidelines that include:
    - 1.1.1. Establishing behavioral expectations applicable across the school setting that are taught explicitly and reinforced, and correcting behavioral errors; annually evaluating school level data to determine the efficiency and effectiveness of PBIS; and
    - 1.1.2. Training for faculty and staff related to student self-discipline, good citizenship, and recognizing and preventing disruptive behaviors.
  - 1.2. School rules will be clearly stated and written with clear expectations.
  - 1.3. Parents will be notified when their child has committed a major infraction or is being suspended, including in-school suspensions. Parents may also be notified when their child commits a minor infraction.
  
2. Range of Behaviors and Continuum of Disciplinary Procedures
  - 2.1. Minor infractions: Minor infractions are violations of school rules that are usually handled by teachers in the classroom. Chronic or excessive minor infractions can become major infractions and result in referral to the school administrator for more disciplinary actions.
  - 2.2. Major infractions: If a student violates a school rule resulting in his or her referral to the school administrator for disciplinary action, the administrator will determine an appropriate course of action.
  
3. Emergency Safety Interventions (A school employee may not subject a student to physical restraint or seclusionary time out unless such action is utilized as necessary emergency safety intervention (ESI) in compliance with these procedures and consistent with evidence based practices.)
  - 3.1. General Requirements
    - 3.1.1. Teachers and other personnel who may work directly with students shall be trained on the use of effective alternatives to ESI, as well as the safe use of ESI and release criteria.
    - 3.1.2. An ESI may only be used for maintaining safety and may not be used as a means of discipline or punishment.
  - 3.2. Students with Disabilities Receiving Special Education Services
    - 3.2.1. Use of ESI for a student with a disability receiving specialized educational services under IDEA or Section 504 shall comply with all applicable state and federal laws, and the school's Special Education Policies and Procedures Manual.
  - 3.3. Physical Restraint

- 3.3.1. A school employee may use and apply reasonable and necessary physical restraint as an ESI only:
  - 3.3.1.1. To protect the student or another person from serious physical harm;
  - 3.3.1.2. To take possession of a weapon, or other dangerous object in the possession or under the control of a student; or
  - 3.3.1.3. To stop the student from destroying property.
- 3.3.2. If an employee uses physical restraint as an ESI on a student, use of the following restraints are prohibited:
  - 3.3.2.1. Prone, or face-down physical restraint;
  - 3.3.2.2. Supine, or face-up physical restraint;
  - 3.3.2.3. Physical restraint which obstructs the airway or adversely affects the student's primary mode of communication;
  - 3.3.2.4. Mechanical restraint, except for protective, stabilizing, or legally required mechanical restraints, such as seat belts or safety equipment used to secure students during transportation; or
  - 3.3.2.5. Chemical restraint, except as prescribed by a licensed physician, or other qualified health professional, for the standard treatment of a student's medical or psychiatric condition, and implemented in compliance with a student's approved Health Care Plan.
  - 3.3.2.6. For a student with a disability, emergency safety interventions written into a student's individualized education program (IEP), as a planned intervention, unless school personnel, the family, and the IEP team agree less restrictive means which meet circumstances described in R277-608-4 have been attempted, a FBA has been conducted, and a positive behavior intervention plan based on data analysis has been written into the plan and implemented; and
  - 3.3.2.7. The policies and procedures explicitly include all of the requirements in this rule.
- 3.3.3. All physical restraint shall:
  - 3.3.3.1. Be applied for the minimum time necessary to ensure safety and a release criteria must be implemented;
  - 3.3.3.2. Be discontinued as soon as the imminent danger of physical harm to self or others has dissipated;
  - 3.3.3.3. Be discontinued if the student is in severe distress; and
  - 3.3.3.4. Never be imposed for more than 30 minutes.
4. Seclusionary Time Out (A school employee may, when acting within the scope of employment, place a student in seclusionary time out as an ESI only under the following circumstances):
  - 4.1. The student presents an immediate danger of serious physical harm to self or others;

- 4.2. The employee uses the minimum time necessary to ensure safety and uses a release criteria;
  - 4.3. Any door remains unlocked;
  - 4.4. The student is within line of sight of an employee at all times; and
  - 4.5. The student is not placed in a seclusionary timeout for more than 30 minutes.
5. Parent Notification
- 5.1. If a crisis situation occurs requiring an ESI to be used, the school or employee shall notify the student's parent, the school administrator, and the director of student services as soon as possible and no later than the end of the school day.
  - 5.2. If the ESI is applied for longer than fifteen minutes, the school shall immediately notify the student's parent and school administration.
  - 5.3. Parent notifications made under this section shall be documented in the student information system as required by Utah Admin. Code R277-609-6(C)(4).
  - 5.4. Within 24 hours of using ESI, the school shall notify the parent that they may request a copy of any notes or additional documentation taken during the crisis situation.
  - 5.5. Upon request of a parent, the school shall provide a copy of any notes or additional documentation taken during a crisis situation.
  - 5.6. A parent may request a time to meet with school staff and administration to discuss the crisis situation.

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