

Discipline

Statement of Policy

It is the purpose of this policy to promote a safe and orderly school environment for all students and employees. The Alpine School District holds all students, employees, and other adults to the highest standards of behavior on school grounds and during school-sponsored activities. Criminal acts or disruptive behavior of any kind will not be tolerated and any individual who engages in such activity will be subject to school and/or district disciplinary action, prosecution, or both.

1. DISCIPLINE

- 1.1. The Alpine School Board of Education's philosophy and goals emphasize a program of education for helping students improve their power to think productively, to discern between the significant and less significant, and to act competently, and responsibly. Students are expected to develop skills in making decisions and a willingness to accept responsibility for their own decisions, actions, and habits. Furthermore, students are to respect the rights and property of others and to act on the belief that each individual has value as a human being.
- 1.2. The Board of Education considers attendance at school to be a special privilege. Whenever proper deportment and disciplined behavior are not maintained by the student, attendance privileges can be denied.
- 1.3. Self-discipline is the ultimate goal of rules of discipline as students progress from adult direction to self-direction.
- 1.4. Rules of discipline exist to help ensure orderly, healthy, and productive environments in schools and classrooms and are designed and administered so that they promote self-discipline, civility, and respect for self and others.
 - 1.4.1. Educators and administrators shall make available various intervention strategies to assist students in improving their conduct and developing self-discipline.
 - 1.4.2. Certain circumstances may justify physically restraining a student. A school employee may, when acting within the scope of his/her employment, use such physical restraint as may be reasonable and prudent.
 - 1.4.3. Expulsion is dismissal from school attendance by action of the Board of Education. Expulsion may be used as a last resort when efforts to affect

satisfactory adjustment have failed or because of the nature of the violation. Reinstatement procedures shall be developed.

- 1.4.4. Every school shall develop a written plan to encourage and reinforce positive behavior.
- 1.5. Each school shall develop and implement a plan for school discipline and communicate in writing the school's discipline plan to students and parents/guardians emphasizing the teaching and practicing of citizenship and self-discipline.

Board Approvals

- Board Approved: September 11, 1984 - Updated: June 10, 1986
- Revised: February 13, 1990
- Board Revised: October 11, 2005

Procedures

1. STUDENT BEHAVIOR LEARNING GOALS

- 1.1. Each school shall develop and implement a comprehensive plan for student and classroom management and school discipline.
- 1.2. Each school shall work with school employees, parents, students, community council and other community members to establish written standards of behavior expectations and supports, consistent with board policies.

2. INSTRUCTIONAL PRACTICES

- 2.1. Each school shall communicate effective instructional practices for teaching student expectations, including disposition skills such as self-discipline, citizenship, civic skills, and social skills, through professional development or staff training.
- 2.2. Service providers (counselors, school psychologists, social workers) will collaborate with school administrators and teachers to identify and implement

multi-tier instructional opportunities to ensure emotional and social well-being through the acquisition of knowledge, skills, and dispositions.

3. DATA AND ASSESSMENT

- 3.1. Administration, teachers, and service providers will consistently engage in the Professional Learning Community (PLC) Results Cycle to gather data in an effort to make instructional decisions and inform intervention.
- 3.2. Each school shall implement positive behavior interventions and supports as part of the school's continuum of behavior interventions strategies (see Least Restrictive Behavioral Interventions Technical Assistance Manual).
- 3.3. Each school shall monitor and formulate uniform methods for at least an annual data-based evaluation of efficiency and effectiveness of the school plan for behavior interventions.
- 3.4. The school shall use available information to connect parents and students with supportive school and community resources as needed.

4. INTERVENTION

- 4.1. Each school shall establish a systematic method for consistent reinforcement of expected behaviors and uniform methods for correction of student behavior.
 - 4.1.1. For students whose behavior in school falls repeatedly short of reasonable expectations, intervention strategies should include teaching, reinforcing, and re-teaching student behavior expectations, along with effective, evidence-based interventions matched to student needs prior to administrative referral.
- 4.2. Each school shall include ongoing staff development related to the development of:
 - 4.2.1. Student behavior expectations;
 - 4.2.2. Effective instructional practices for teaching and reinforcing;
 - 4.2.3. Effective intervention strategies; and
 - 4.2.4. Strategies for evaluation of the effectiveness of interventions.
- 4.3. Individual instructors are responsible for maintaining a positive learning environment in the classroom and at extracurricular assignments.
- 4.4. All staff members will assist in maintaining positive behavior expectations in common areas of the building.

Alpine School District | 575 N 100 E, American Fork Utah, 84003 | alpineschools.org | 801-610-8400

Alpine School District does not discriminate in its programs, activities, or employment practices on the basis of race, color, religion, national origin, gender or sexual orientation. | additional information: alpineschools.org

- 4.5. In situations where student behavior becomes disruptive to the extent it interferes with the learning and teaching process, the teacher or principal should engage in the least restrictive interventions.
 - 4.5.1. Student disciplinary action must be consistent with established rules and regulations.
 - 4.5.2. No one may inflict or cause the infliction of corporal punishment upon a student or exercise other measures prohibited by law.
 - 4.5.3. Students requiring discipline are to be treated in a professional and objective manner, without undue emotional display.
- 4.6. The school shall provide notices of disruptive behavior to qualifying minor(s) and parent(s) including information such as timelines and the number of disruptions, school resources available, student record of attendance, grades, and other available student school data.
- 4.7. Schools are to provide due process procedures for minors and parents to contest allegations and citations of disruptive student behavior.
- 4.8. Educators and administrators are to make available various intervention strategies to assist students in improving their conduct and developing self-discipline. Prior to suspending or expelling a student for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which are not of such a violent or extreme nature that immediate removal is required, good faith efforts shall be made to implement a remedial discipline plan that would allow the student to stay in school.
- 4.9. Strategies for improving student conduct and self-discipline may include, but not be limited to the following:
 - 4.9.1. Re-teaching expected behaviors through alternative methods
 - 4.9.2. Planned recognition for positive behavior
 - 4.9.3. Recognition for improved behavior
 - 4.9.4. Tracking and monitoring student behavior individually, by class, by school
 - 4.9.5. Discuss specific needs of students with classroom teacher
 - 4.9.6. Evaluation of the student's placement
 - 4.9.7. Parent/student conferences with counselor, student advocate, educator and/or administrator
 - 4.9.8. Individual student contracts

Alpine School District | 575 N 100 E, American Fork Utah, 84003 | alpineschools.org | 801-610-8400

Alpine School District does not discriminate in its programs, activities, or employment practices on the basis of race, color, religion, national origin, gender or sexual orientation. | additional information: alpineschools.org

- 4.9.9. School and/or district resources
- 4.9.10. Special placement
- 4.9.11. Detention
- 4.9.12. Suspension (in school)
- 4.9.13. Suspension (out of school)
- 4.9.14. Assignment to home study
- 4.9.15. Referral to an alternative program
- 4.9.16. A parent or guardian may be requested to attend class with the student for a period of time specified by a designated school official in lieu of excluding the student from school. If the parent or guardian does not agree or fails to attend class with the student, the student may be suspended in accordance with the conduct and discipline policies. The LEA shall reasonably accommodate a parent or guardian request to visit and observe any class the student attends.
- 4.9.17. The parent or guardian of a suspended student and the designated school official may enlist the cooperation of the Division of Child and Family Services (DCFS), the juvenile court, or other appropriate state agencies, if necessary, in dealing with the student's situation.

5. DELEGATION OF AUTHORITY TO SCHOOL ADMINISTRATORS

- 5.1. The Board of Education will delegate to any school principal or assistant principal within the school district the power to suspend a student in the administrator's school for up to ten days, per violation of District policy. The length of time that a student is suspended shall be dependent on the student's previous response to school interventions, prior discipline history, and the seriousness of the offense.
 - 5.1.1. The Board of Education may suspend or expel a student or delegate that power to the District Superintendent or the Superintendent's designee.
([Utah Code § 53G-8-207](#))

6. COMMUNICATION OF STUDENT CONDUCT AND DISCIPLINE POLICIES

- 6.1. The principal of each school shall take necessary steps to ensure that all rules pertaining to student conduct and discipline are communicated to students and parents/guardians at the beginning of each school year. Transfer students and their parent/guardian shall also be informed of all rules at the time of their enrollment in the school. ([Utah Code § 53G-8-204\(2\)\(a\)](#))
 - 6.1.1. Each school shall provide for the distribution of a copy of the school's discipline and conduct policy to each student and parent/guardian upon enrollment in the school.
 - 6.1.2. The Alpine School District will provide an electronic copy of [Policy 5180 | Discipline](#), to parents/guardians each year as part of the student information update and/or new student registration. Parent/guardian receipt of the policy will be recorded electronically by the district.
 - 6.1.3. Any significant change in a school's conduct and discipline policy shall be distributed to students and parent/guardian in the school and posted in the school in a prominent location.
 - 6.1.4. Copies of ASD [Discipline Policy No. 5180](#) and ASD [Safe Schools Policy No. 5182](#) are available on the [web](#).

7. DISCIPLINE FOR STUDENTS WITH DISABILITIES

- 7.1. When a student is receiving services or accommodations under IDEA or 504, procedures in the Alpine School District Special Education Manual, Utah State Board of Education Special Education Rules, and Individuals with Disabilities Education Act (IDEA) shall be followed.
- 7.2. If the determination is made that the conduct of an IDEA or 504 student is not a manifestation of the student's disability, the student shall be subject to the same disciplinary consequences as regular education students, up to and including expulsion from school.

8. DUE PROCESS

- 8.1. Due process, under provisions of the law, shall be accorded to students who are suspended or expelled from school as set forth in this policy.

9. DENIAL OF ADMISSION

- 9.1. A student may be denied admission to a public school on the basis of having been suspended or expelled from any other school during the preceding 12 months ([Utah Code § 53G-8-205](#)).

Approvals

- Board Approved: 11/09/93
- Revised 8/95
- Board Revised: October 11, 2005
- Board Revised: March 2012
- Revised: July 3, 2018

Rules & Regulations

1. Grounds for Suspension, Expulsion, or Change of Placement

- 1.1. The following acts committed while under the jurisdiction of the school may constitute cause for suspension, expulsion, or change of placement ([Utah Code § 53G-8-205](#)). Sex-based bullying or harassment should be reported to the Title IX Coordinator and follow the grievances in [Policy No. 7150 | Sexual Harassment](#):
- 1.1.1. Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language;
 - 1.1.2. Behavior or threatened behavior which poses an immediate and significant threat to the welfare, safety, or morale of other students or school personnel, or to the operation of the school;
 - 1.1.3. 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;
 - 1.1.4. Steals or attempts to steal school or private property;

Alpine School District | 575 N 100 E, American Fork Utah, 84003 | alpineschools.org | 801-610-8400

Alpine School District does not discriminate in its programs, activities, or employment practices on the basis of race, color, religion, national origin, gender or sexual orientation. | additional information: alpineschools.org

- 1.1.5. Willful destruction or defacing of school property;
- 1.1.6. Possession, distribution, sale, or use of an alcoholic beverage as defined in [Utah Code § 32B-1-102](#);
- 1.1.7. Possession, distribution, use, sale, or arranging for the use of cigars, cigarettes, electronic cigarettes, vapors, or tobacco, defined by [Utah Code § 76-10-101](#);
- 1.1.8. Possession, distribution, use, sale or arranging for the use of a drug or controlled substance, an imitation or representation of a controlled substance, or drug paraphernalia as defined in Utah Code;
- 1.1.9. Possession, distribution, or use of pornographic material on school property;
- 1.1.10. Engages in sexual activity on district property or at a school sponsored activity.
- 1.1.11. Commits an obscene act or an act of sexual harassment against another person. (See Rules and Regulations [Policy No. 7150 | Sexual Harassment](#))
- 1.1.12. Sexting that causes disruption to school operations regardless of where it occurs;
- 1.1.13. Inappropriate use or possession of a personal electronic device (PED) as defined by the applicable school level policy;
- 1.1.14. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct including sexual, racial, ethnic, religious, or disability-related (see Policy 7110);
- 1.1.15. Possession, distribution, control, use, sale, or arranging for the sale of contraband, including but not limited to fireworks, matches, lighters, mace, pepper spray, laser pointers, or any other material or item that has caused or will imminently cause substantial disruption to school operations;
- 1.1.16. Possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;
- 1.1.17. Actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities;
- 1.1.18. 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;
- 1.1.19. Advocating, promoting, or involvement in gang activity. Marking school property, books, or school work with gang names, slogans, or signs.

Alpine School District | 575 N 100 E, American Fork Utah, 84003 | alpineschools.org | 801-610-8400

Alpine School District does not discriminate in its programs, activities, or employment practices on the basis of race, color, religion, national origin, gender or sexual orientation. | additional information: alpineschools.org

Threatening or injuring another person in connection with a gang or gang related activity. Aiding or abetting a gang activity by a person's presence or support. Communicating in any method, including verbal, non-verbal, and electronic means, designed to convey gang membership or affiliation. Wearing of gang related apparel including accessories, clothing, hats, emblems, tattoos, grooming, signs or other things which is evidence of membership in or affiliation with any gang;

11.20. Criminal activity.

2. INVESTIGATION GUIDELINES FOR SCHOOL ADMINISTRATORS

- 2.1. School administrators have the authority and duty to conduct investigations and to question students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. School administrators shall conduct investigations according to the following general guidelines:
 - 2.1.1. Administrators shall conduct investigations in a way that does not unduly interfere with school activities.
 - 2.1.2. Administrators shall separate witnesses and offenders in an attempt to keep witnesses from corroborating their statements and have all parties write separate statements concerning the incident under investigation.
 - 2.1.3. Administrators shall advise students suspected of wrongdoing orally or in writing of the nature of the alleged offense.
 - 2.1.4. Students must be provided an opportunity to give their version of the incident under investigation, however, refusals to respond or provide information should be respected.
 - 2.1.5. When questioning students as part of an investigation, school staff should have another adult present whenever possible.
 - 2.1.6. In conducting an investigation a school administrator may review disciplinary reports of involved students, and review relevant physical evidence.
 - 2.1.7. Administrators shall accommodate students with disabilities and young children unable to write their own statements through use of tape recorders, scribes, etc.
 - 2.1.8. All students involved in the investigation shall be instructed that retaliation is prohibited. Any act of reprisal against any person who has testified,

assisted, or participated in any manner in an investigation, proceeding, or hearing is strictly prohibited and subject to disciplinary action.

- 2.1.9. All students involved in the investigation shall be instructed to keep all details of the investigation confidential.
- 2.1.10. When the investigation is completed and if it is determined that disciplinary action may be in order, due process requirements must be met. Specifically, the student must be given proper notice of the allegations against him/her and the disciplinary action being recommended, as well as a fair opportunity to present his or her version of the facts.
- 2.2. Confirmed Allegation of an Incident of Bullying, Cyber-bullying, Hazing, or Retaliation
 - 2.2.1. Following an investigation confirming an incident of bullying, cyber-bullying, hazing, or retaliation, if appropriate, a school administrator may support impacted students with trauma-informed practices and/or take restorative justice actions.
 - 2.2.2. Administrators shall follow procedures found in Alpine School District Policy 7110 for all incidences of bullying.

3. COORDINATION WITH LAW ENFORCEMENT

- 3.1. School administrators have the responsibility and the authority, within their respective jurisdictions, to determine when the help of law enforcement authorities is necessary, as outlined in this policy and Utah State law.
- 3.2. Under current Utah Statute school administrators may refer students to law enforcement for Class A or B Misdemeanors and Felony Offenses that occur on school property. Class C Misdemeanors, an infraction, or status offense may not be referred to law enforcement, however, students committing these offenses may be referred to alternative school-related interventions.
- 3.3. Administrators should refer to offense guides provided by the Utah Commission on Criminal and Juvenile Justice and collaborate with law enforcement when determining the extent of law involvement.
- 3.4. The following crimes should be reported to law enforcement:
 - 3.4.1. Criminal Mischief resulting in damage to critical infrastructure of property;
 - 3.4.2. Sale, manufacture, or possession of any controlled substance;
 - 3.4.3. Criminal mischief resulting in reckless endangerment of human life;

- 3.4.4. Assault of any kind;
- 3.4.5. Murder;
- 3.4.6. Rape;
- 3.4.7. Theft;
- 3.4.8. Voluntary sex involving a 12 or 13 year old;
- 3.4.9. Possession of a dangerous weapon including but not limited to a firearm.
- 3.5. Provisions in the law apply to alleged offenses on school property by minors enrolled in the school year-round, both during school hours and outside of school hours.
- 3.6. Provisions in the law apply to alleged offenses committed on school grounds. Law enforcement can charge or refer class C misdemeanor, infractions, and status offenses that occur outside school grounds to court.
- 3.7. School Administrators may invite law enforcement authorities to the school to:
 - 3.7.1. Conduct an investigation of alleged criminal conduct on the school premises or during a school-sponsored activity;
 - 3.7.2. Maintain a safe and orderly educational environment; or
 - 3.7.3. Maintain or restore order when the presence of such authorities is necessary to prevent injury to persons or property
- 3.8. Investigation Initiated by School Authorities of Criminal Code
 - 3.8.1. During an investigation for violation of school rules, it may become evident that the incident under investigation may also be a violation of criminal law. If the school administrator has reason to suspect that a criminal act has been committed, law enforcement authorities should be notified, the following procedure should be followed:
 - 3.8.1.1. The administrator shall request that law enforcement authorities conduct an investigation during school hours and question students who are potential witnesses to the alleged criminal behavior.
 - 3.8.1.2. Unless circumstances dictate otherwise, questioning of the student by school officials shall not begin or continue until law enforcement authorities arrive.

- 3.8.1.3. Under direction of the administrator, a school official shall inform the student's parent or legal guardian as soon as possible that the student may have committed a criminal act and that law enforcement authorities will be or are involved in the investigation.
 - 3.8.1.4. The administrator shall document the contact or attempted contact with the student's parents or legal guardian.
- 3.9. Investigation Initiated by School Resource Officers (SROs) and Other Law Enforcement Authorities
 - 3.9.1. School officials shall cooperate with SROs and other law enforcement authorities who are carrying out official duties such as investigating crimes, serving subpoenas, etc., as outlined in Utah Code Ann. 80-1-103.
 - 3.9.1.1. When law enforcement authorities can show a need to do so, they shall be permitted to conduct an investigation on school grounds during school hours.
 - 3.9.1.2. Such a need will ordinarily be shown if delay in police investigation might result in danger to a person, flight from jurisdiction by a person reasonably suspected of a crime, or destruction of evidence. In such cases:
 - 3.9.1.2.1. The law enforcement authorities shall inform the school administrator or other designated person before beginning an investigation on school premises;
 - 3.9.1.2.2. The school administrator shall document the circumstances warranting the investigation that is school related as soon as practical;
 - 3.9.1.2.3. Alleged criminal behavior related to the school environment brought to the school administrator's attention by law enforcement authorities shall be dealt with under the provisions of this policy in addition to any court action;
 - 3.9.1.2.4. Law enforcement authorities investigating school-related or student-related crimes may not have access to student education records, aside from directory information, unless they have a subpoena or court order, permission from parent or guardian, or serve as a designated School Resource Officer;
 - 3.9.1.2.5. Directory information is limited to a student's name, home address, date of birth, phone number, class schedules and

parents' home address, email address, and phone numbers for use in case of emergency.

3.10. Release of Student to Law Enforcement Authorities

3.10.1. Law enforcement authorities may, without a court order, take a student into custody as outlined in Utah Code Ann. 80-6-201.

3.10.2. Where it is necessary to take a student into custody on school premises, law enforcement authorities shall:

3.10.2.1. Contact the school administrator and relate the circumstances necessitating such action;

3.10.2.2. Consult with the school as to how an arrest is to be made in order to cause the least disruption to the school process;

3.10.2.3. When possible, have the school administrator summon the student to the administrator's office prior to taking the student into custody;

3.10.2.4. Notify the parent or legal guardian of the action under Utah Code Ann. 80-6-203.

3.11. Quelling Disturbances of School Environment

3.11.1. Law enforcement may be requested to assist in controlling disturbances of the school environment which a school administrator has found to be unmanageable by school personnel, and has the potential of causing harm to students and other persons, or to property. Such circumstances include situations where a parent or member of the public exhibits undesirable or illegal conduct on or near school grounds, or at a school event, and who refuse to abide by a school administrator's directive to leave the premises. (Utah Code [76-8-1402](#))

4. STUDENT DETAINMENT

4.1. Generally students may not be detained after school longer than ten minutes without prior notification of parent/guardian or the student is being held for reasonable suspicion of a violation of state statute (Utah Code [53G-8-203](#)).

4.2. Generally, students may not be detained for more than one hour after the end of the school day.

4.3. Bus students will not be detained unless parents are notified or the student is being held for reasonable suspicion of a violation of state statute.

5. EMERGENCY SAFETY INTERVENTIONS

- 5.1. Definition: Emergency Safety Interventions (ESI) means the use of seclusionary time-out or physical restraint when a student presents an immediate/imminent danger of physical violence/aggression towards self or others likely to cause serious physical harm.
- 5.2. Each school shall have procedures for ongoing training of appropriate school personnel in crisis intervention training, ESI professional development, and policies related to ESI consistent with evidence-based practice.
- 5.3. A school employee may not subject a student to physical restraint or seclusionary time-out unless such action is utilized as a necessary ESI in compliance with these procedures and consistent with least restrictive behavioral intervention practices.
- 5.4. Licensed personnel 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.
- 5.5. An ESI may only be used for maintaining safety and may not be used as a means of discipline or punishment.
- 5.6. Nothing prohibits a school employee from using less intrusive means, including a physical escort, to address circumstances.
- 5.7. Recording and Reporting an ESI Incident
 - 5.7.1. A school employee shall document ESI incidents within the student information system (SIS) records within 24 hours of the incident.
 - 5.7.2. If the crisis situation occurs requiring the use of an ESI, the school shall notify the student's parent/guardian and district administration as soon as possible and no later than the end of the school day.
 - 5.7.3. Should an ESI be applied for longer than 15 minutes, the school shall immediately notify the student's parent/guardian and district administration.
 - 5.7.4. Within 24 hours of a crisis situation, a parent shall be informed that copies of any notes or additional documentation taken during the crisis situation will be available upon request.
 - 5.7.5. A parent or school staff and administration may request a time to meet to discuss the crisis situation.

- 5.7.6. Parent notifications made under this section shall be documented in SIS as required by law.
- 5.8. Students with Disabilities Receiving Services under IDEA or 504 Accommodations
 - 5.8.1. Use of ESI for a student with a disability receiving specialized educational services under IDEA or services under Section 504 shall comply with all applicable state and federal laws, and district policy.
 - 5.8.2. An ESI may be written into a student's Behavior Intervention Plan (BIP) or Individual Education Program (IEP), as a planned intervention, as long as positive behavior interventions are in the plan and have been implemented, and a Functional Behavior Assessment (FBA) has been conducted.
- 5.9. Physical Restraint
 - 5.9.1. Definition: Physical restraint means a personal restriction that immobilizes or significantly reduces the ability of a student to move the student's arms, legs, body, or head freely.
 - 5.9.2. A school employee may use and apply reasonable and necessary physical restraint in self defense or as an ESI only:
 - 5.9.2.1. When the student presents an immediate danger of serious physical harm to self or others;
 - 5.9.2.2. To take possession of a weapon, or other dangerous objects in the possession or under the control of a student;
 - 5.9.2.3. To stop the student from destroying property when physical safety is at risk.
 - 5.9.3. If an employee uses physical restraint as an ESI, use of the following restraints are prohibited:
 - 5.9.3.1. Prone, or face-down physical restraint;
 - 5.9.3.2. Supine, or face-up physical restraint;
 - 5.9.3.3. Physical restraint which obstructs the airway or adversely affects the student's primary mode of communication;
 - 5.9.3.4. Mechanical restraint, except for protective, stabilizing, or legally required mechanical restraints, such as seat belts or safety equipment used to secure students during transportation;

- 5.9.3.5. 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 the student's approved Health Care Plan.

5.9.4. All Physical restraint shall:

- 5.9.4.1. Be applied for the minimum time necessary to ensure safety and a release criteria must be implemented.
- 5.9.4.2. Be discontinued as soon as the imminent danger of physical harm to self or others has dissipated;
- 5.9.4.3. Be discontinued if the student is in severe distress; and
- 5.9.4.4. Never be imposed for more than 30 minutes.

5.10. Seclusionary Time-Out

- 5.10.1. Definition: Seclusionary Time-Out means placement of a student alone in a safe enclosed room where the student is prevented from leaving.

- 5.10.2. 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:

- 5.10.2.1. 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:
- 5.10.2.2. The employee uses the minimum time necessary to ensure safety and uses a release criteria;
- 5.10.2.3. Any door automatically unlocks, unless locking lever is held by employee;
- 5.10.2.4. The student is within line of sight of an employee at all times; and
- 5.10.2.5. The student is not placed in a seclusionary time-out for more than 30 minutes.

5.11. Emergency Safety Intervention (ESI) Committee

- 5.11.1. The district shall establish an ESI committee which includes:

- 5.11.1.1. At least two administrators;
- 5.11.1.2. At least one parent of a student enrolled in the District, appointed by the District; and

- 5.11.1.3. At least two licensed personnel with behavior training and knowledge in both state rules and the board's conduct and discipline policies.
- 5.11.2. The committee shall:
 - 5.11.2.1. Meet often enough to monitor the use of ESI within the district;
 - 5.11.2.2. Determine and recommend professional development needs;
 - 5.11.2.3. Develop policies to dispute resolution processes to address concerns regarding disciplinary actions; and
 - 5.11.2.4. Create and communicate uniform district methods for evaluation of the efficiency and effectiveness of each school's rules and standards.
- 5.11.3. The District shall collect, maintain, and periodically review the documentation or records regarding the use of ESI in district schools.
- 5.11.4. The District shall annually provide documentation of any school, program, or district use of ESI to the State Superintendent of Schools.

6. CLASSROOM TEACHER RESPONSIBILITIES

- 6.1. Since discipline within the classroom is the basic responsibility of each teacher, good procedures using positive behavioral interventions and supports in handling inappropriate student behavior is necessary. All teachers shall establish and communicate classroom rules that are compatible with school level plans and District policies.
- 6.2. Classroom Rules and Disclosures
 - 6.2.1. To enhance classroom discipline the teacher shall:
 - 6.2.1.1. Develop written, clearly stated, academic, citizenship and behavioral expectations (class disclosure);
 - 6.2.1.2. Secure the school administrator's approval of the classroom rules and disclosure and keep a copy on file in the school;
 - 6.2.1.3. Inform parents or legal guardians of expectations and discipline procedures by providing, in writing, a copy of classroom expectations and rules.
- 6.3. Referral for Inappropriate Behavior

6.3.1. If a student displays a pattern of inappropriate behavior(s) or of serious intensity the teacher shall consult with a parent/guardian and the school administration for possible referral to:

6.3.1.1. School counselor, psychologist, or social worker;

6.3.1.2. Administrator;

6.3.1.3. Special education/504 team for evaluation;

6.3.1.4. Student Services Department.

6.4. Suspension by Teacher to Office

6.4.1. A teacher may exclude a student from class when the seriousness of the offense, the persistence of the behavior, or the disruptive effect of the violation makes the continued presence of the student unacceptable.

6.4.2. In such cases the student shall be excluded from the class for at least the remainder of the class period in secondary grades and as determined by the teacher(s) and the administrator in elementary grades.

6.4.3. In all cases of exclusion from class, a school administrator should be immediately notified and the student escorted to a designated area within the school where the student will be supervised until further notice.

6.4.4. The teacher shall furnish the administrator with documentation of the full particulars of the incident as promptly as teaching obligations permit.

6.4.5. The parent/guardian shall be notified of action taken.

6.4.6. The school administrator shall determine whether the student may remain at school.

6.4.7. If the student is to be sent home the parent/guardian shall provide transportation.

6.4.8. the teacher shall arrange for a meeting with the parent/guardian as soon as possible to discuss the incident(s) and plans for avoiding further incidents. If requested by the parent or the teacher, the school administrator should also attend this conference.

7. STUDENT SUSPENSION AND DUE PROCESS

7.1. The school administrator has the authority to suspend a regular education student for up to ten (10) school days per incident. In considering whether to suspend a student, the school administrator shall consider all relevant factors, including but

not limited to, the severity of the offense, the student's age, disability, academic status and disciplinary record, parental capabilities, and community resources. The school administrator is prohibited from suspending for longer than ten (10) school days, expelling, or otherwise changing student placement.

- 7.2. Before the decision to suspend, the administrator should take into consideration the following conditions:
 - 7.2.1. Alternative methods of discipline which would more likely make a positive change in the student's behavior. Including but not limited to: positive behavior interventions, behavior intervention plan (BIP), school probation, school counseling for behavior skills, restorative justice alternatives, in-school suspension, temporarily taking away school privileges.
 - 7.2.2. Alternative methods of discipline which would be less disruptive to the student's academic progress.
 - 7.2.3. The shortest period of suspension necessary to accomplish the desired disciplinary goal.
- 7.3. The administrator who initiates the suspension shall assure that the student receives due process. The following procedure shall apply to all students facing suspension of ten (10) school days or less:
 - 7.3.1. The school administrator shall inform the student of the allegations against him/her, give an explanation of the evidence and provide the student with the opportunity to present his or her version of the facts.
- 7.4. Suspension of a student should be preceded by a conversation with the custodial parent or guardian. The administrator shall immediately notify the parent or guardian of the following:
 - 7.4.1. That the student has been suspended.
 - 7.4.2. The grounds for suspension.
 - 7.4.3. The period of time for which the student is suspended.
 - 7.4.4. Educational services offered during the time of suspension.
 - 7.4.5. If personal contact with a parent or other arrangements are not possible, the student must remain supervised at the school until the end of the school day, unless removed by an official of another agency. If the suspension is to be in effect the following school day, the school administrator shall inform the parent/guardian by telephone, electronic mail, or a home visit.

- 7.5. Suspension may be imposed without affording the student such an opportunity to meet if the situation constitutes a clear and present danger to students or school personnel or substantial disruption to the school day. If a student is suspended without a conference prior to suspension, a conference should be held within three days.
- 7.6. The school initiating the suspension shall keep electronic records of any suspension for future review during the time the student is attending a school in the Alpine School District.
- 7.7. In-School-Suspension
 - 7.7.1. Students assigned an in-school-suspension shall be removed from their regular classes and excluded from school activities unless authorized otherwise by a school administrator. Adult supervision shall be provided.
- 7.8. Out-of-School Suspension
 - 7.8.1. Students assigned out-of-school suspension shall not be allowed on any Alpine School District property or properties rented/used by the district for school activities during the suspension. In addition, the student is not allowed to participate in or observe school-sponsored activities. It shall be expected that the parent/guardian provide adult supervision while the student is under suspension.
- 7.9. Educational Services During Suspension
 - 7.9.1. During the period of suspension, the student shall have the right and responsibility to complete all assignments and assessments which can be reasonably provided. The following conditions will apply:
 - 7.9.1.1. The student or parent/guardian shall have the responsibility of initiating the request for assignments. This may be accomplished by contacting school administration or the student's teacher(s) directly. When contacting a teacher(s), email is a preferred method of communication.
 - 7.9.1.2. Upon request, the school shall determine and gather the student's assignments from the student's respective classes.
 - 7.9.1.3. The parent/guardian shall have the responsibility of arranging to pick up and return such assignments in a manner prescribed by the school.
 - 7.9.1.4. The educator shall determine a reasonable deadline for completing such makeup work.

- 7.9.1.5. The educator shall evaluate the quality of the makeup work and give credit based on the proficiency of the work.
- 7.9.1.6. The suspended student cannot be held accountable for assignments requested but not provided to the student during the suspension. Reasonable time must be provided for completion of all assignments not provided until after the suspension.
- 7.10. Suspension Appeal procedures
 - 7.10.1. The parent/student shall have the right to appeal the suspension.
 - 7.10.2. The parent/student shall prepare a written statement and submit it to the principal/supervisor.
 - 7.10.3. After reviewing the case, the principal/supervisor shall inform the parent/student of the appeal decision.
 - 7.10.4. Further appeals may be made to the Superintendent or his designee.
- 7.11. Students with Disabilities
 - 7.11.1. If the student to be suspended is disabled under IDEA or 504, the suspension must be carried out in compliance with the requirements set forth in these laws

8. STUDENT EXPULSION AND DUE PROCESS

- 8.1. Expulsion is defined as the withholding of educational services at a student's school for a determined period of time when a student is expelled by the school board.
- 8.2. The school board has the authority to expel a student for a fixed or indefinite period, provided that the expulsion shall be reviewed by the District Superintendent or the Superintendent's designee
- 8.3. Depending on the seriousness, persistence, and continued violation of Safe Schools Policy, and considering the safety of the violating student, other students, and school, an administrator may suspend a student until a time when a District Administrative Hearing can be convened by the Department of Student Services. One of the options the Administrative Hearing panel will consider is the recommendation to expel the student.
- 8.4. Prior to making a referral to an Administrative Hearing, and depending on the seriousness of the violation(s), school administrators may consider alternatives such as placing the student on school probation. Once it is determined to refer the

student to an Administrative Hearing the administrator should contact Student Services to discuss the incident, set a date/time for the Hearing, and complete the necessary Hearing Request Form.

- 8.5. The school administrator shall inform the student of the charges against him/her, the disciplinary action being recommended, and provide the student with the opportunity to present his or her version of the facts. If the student denies the charges, the student shall be provided with an explanation of the evidence and an opportunity to present his/her version of the incident to a school administrator.
- 8.6. Suspension of a student to an Administrative Hearing should be preceded by a conversation with the custodial parent or guardian. The administrator shall immediately notify the parent or guardian of the following:
 - 8.6.1. That the student has been suspended to an Administrative Hearing;
 - 8.6.2. The grounds for Administrative Hearing request;
 - 8.6.3. Educational services during the time of suspension prior to the Hearing;
 - 8.6.4. Information on the hearing process, date, time, and location when known;
 - 8.6.5. Contact information for Student Services;
 - 8.6.6. A representative from Student Services will also be in contact with them to discuss the hearing;
 - 8.6.7. The hearing is not a court of law. No officers will be in attendance and no information is shared with legal authorities. That said, if desired, guests including legal counsel may attend the hearing. If legal counsel is invited, parent/guardian shall inform Student Services a minimum of 24 hours before the hearing.
- 8.7. If personal contact with a parent or other arrangements are not possible, the student must remain supervised at the school until the end of the school day, unless removed by an official of another agency. The school administrator shall continue to attempt to inform the parent/guardian by telephone, electronic mail, or a home visit.
- 8.8. The school administrator shall submit the completed Administrative Hearing Request form to the appropriate director in the Student Services Department without delay.
- 8.9. Any student who commits a serious threat to the safety of a school, students, or staff which involves a real or look alike weapon, explosive, or flammable material shall be referred to an Administrative Hearing and considered for expulsion from school for a period of not less than one year subject to the following:

- 8.9.1. Within 45 days after the violation the student shall appear before the student's local school board, superintendent, or the superintendent's designee at an Administrative Hearing, accompanied by a parent or legal guardian. The superintendent or designee shall work with the school supervisor to determine:
 - 8.9.1.1. Conditions which must be met by the student and the student's parent(s) for the student to return to school;
 - 8.9.1.2. Probation conditions and the appropriate placement of the student to ensure the safety of students and faculty at the school the student is placed in. The student may return to the current school of enrollment or be placed in an alternate academic school setting; and
 - 8.9.1.3. The best interest of the school district and the student, to modify the expulsion term to less than a year, conditioned on approval by the local school board and giving highest priority to providing a safe school environment for all students.

8.10. Students with Disabilities

- 8.10.1. If the student being recommended to an Administrative Hearing is disabled under IDEA, a manifestation determination review (MDR) shall be conducted at the school to determine if the behavior or violation is a manifestation of the disability. If it is determined that the behavior is a manifestation of the disability, the Individualized Education Plan or 504 Accommodation Plan will be re-examined to determine whether the program placement needs to be modified to better meet the needs of the student. If the behavior is not a manifestation of the disability, the MDR team shall complete the documentation of the review and the school administrator shall submit it with the request for an Administrative Hearing.

9. Administrative Hearings

- 9.1. Upon the recommendation of the school administrator, an Administrative Hearing panel will be convened through the Superintendent's designee in the Student Services Department. The hearing shall be scheduled to take place prior to the tenth day of the student's suspension where possible.
- 9.2. The Superintendent's designee shall schedule the hearing. If the student's parent/guardian refuses or cannot attend the hearing, the hearing may proceed after a reasonable attempt has been made to accommodate the parent/guardian schedule.

- 9.3. The Superintendent's designee shall provide written notice or documented personal contact by phone of the date, time and place of the hearing to the student and his/her parent/guardian. The notice shall include a statement of the charges against the student.
- 9.4. The Superintendent's designee shall preside at and conduct the hearing at the appointed time and place.
- 9.5. If the parent/guardian or student chooses to bring legal counsel to the hearing, it is expected that they will notify the school district a minimum of 24 hours prior to the hearing to allow the district to arrange to be represented by legal counsel.
- 9.6. If the parent/guardian or student needs an interpreter to facilitate communication, they may bring an adult interpreter to participate in the hearing. The district will also provide an interpreter.
- 9.7. For the hearing, the school administrator shall prepare and document the case, deliver seven copies of the documented case to the hearing chair, and present the case to the administrative hearing panel.
 - 9.7.1. Documents should include information on the incident prompting the hearing, Earnest and Persistent Effort (EPE) documenting student behavior history, grades, attendance, witness statements with student names removed, pictures, etc.
- 9.8. The Superintendent's designee will welcome and review the hearing process with those in attendance. This will be followed by the school administrator providing an overview of the student and the incident. The panel may then ask questions of the school. The student will then be provided the opportunity to correct any information provided by the school and share their version of the incident. The panel will then ask questions of the student. The parent/guardian will then be provided an opportunity to share and discuss any information they feel would be important for the panel to know before the panel deliberates.
- 9.9. At the conclusion of the hearing, the participants shall be excused while the hearing panel discusses the following possible actions:
 - 9.9.1. Conditions surrounding the safety and risks involved for the student, other students, the school, and district should the student be allowed to return to school;
 - 9.9.2. Counseling for the student and restorative practices to build and restore trust, provide restitution, change behaviors, and support a positive environment;
 - 9.9.3. Recommendations for a change in student placement;

- 9.9.4. Rescission of the suspension already imposed and return the student to classes;
- 9.9.5. Upholding or extending the school suspension already imposed to a specified date not to exceed a total of 30 school days, possible reinstatement conditions, and placing the student on school district probation;
- 9.9.6. Placement on long term suspension with reinstatement conditions. The student is suspended for a minimum of 30 school days. Reinstatement conditions are established and must be met prior to the student returning to school. A written copy of the reinstatement conditions shall be sent to the parent and school. Upon returning to the school, probation conditions will be established;
- 9.9.7. Recommendation to the school board that the student be expelled for a specified period of time. Reinstatement conditions are established and must be met prior to the student returning to school. A written copy of the expulsion and reinstatement conditions shall be sent to the parent/guardian and school. Upon returning to the district, probation conditions will be established.
- 9.10. The parent/guardian of the student shall be notified in writing of the hearing outcome and of any recommendation of the hearing panel to the Board of Education within three days of the date of the hearing.
- 9.11. If the student is placed on probation a written copy of the probation shall be sent to the parent/guardian and school. Violation of the probation may result in an automatic recommendation for further district discipline including, but not limited to long term suspension or expulsion
- 9.12. The student may be assigned to attend a school different than the previous school attended.
- 9.13. While waiting for the School Board to act on the recommendation of the hearing panel, an increase in the time of suspension will be imposed based upon the recommendation of the Superintendent or his/her designee.
- 9.14. Appeals Process
 - 9.14.1. The parent/guardian and student shall have the right to appeal the recommendation for expulsion.
 - 9.14.2. The parent/guardian and student shall prepare a written statement and submit it to the school supervisor before the case has been presented to the School Board.

- 9.14.3. After reviewing the case, the school supervisor shall inform the parent/guardian and student of the decision.
- 9.15. Upon completion of the hearing, if the panel decides to recommend expulsion of the student the case will be presented to the School Board with a recommendation to expel. The final decision shall rest with the Board of Education.
- 9.16. When a student is expelled or reinstated the school shall record the effective date.
- 9.17. Terms of reinstatement decided by the School Board or their designee shall be communicated within 10 days to the parent/guardian of the expelled student.
- 9.18. Upon completion of reinstatement criteria, the parent/guardian shall contact the hearing chair. The hearing chair will review the case. If all conditions have been satisfied, the chair will inform the school that the reinstatement conditions have been met. The student may then be reinstated at the designated date to his or her resident school or a school the supervisor of the school feels would best meet the needs of the student. The hearing chair will develop probation criteria, a copy of which will be sent to the parent/guardian and the school. Violation of probation will result in an automatic recommendation to the School Board for expulsion.

10. Educational Services Following an Administrative Hearing

- 10.1. If after an Administrative Hearing a student's suspension is extended or the student is recommended to be expelled, alternative educational plans will be discussed to ensure that the student's education continues during the period of suspension or expulsion.
 - 10.1.1. If the outcome of the administrative hearing is to extend the suspension of a student for less than 30 school days, educational services will be provided by the school. Working with the school, parents/guardians will arrange to have class assignments picked up and returned to the school during the suspension.
 - 10.1.2. If the outcome of the administrative hearing is a long term suspension of 30 or more school days or the Board of Education expels a student, educational services will be provided as follows:
 - 10.1.2.1. For students in grades 7-12, educational services will be provided through an on-line curriculum.

- 10.1.2.2. For students in grades K-6 educational services will be arranged either through the student's school or the Alpine On-line program.
- 10.1.3. A letter will be provided to the parent/guardian outlining which service will be offered to their student and how to make arrangements for the educational services.
- 10.2. Students with disabilities who have been placed on Long Term Suspension or Expelled will be provided with educational services as determined by the IEP team.
- 10.3. Costs for educational services which are not provided by the School District are the responsibility of the student's parent/guardian.
- 10.4. The Alpine School District and each school will maintain a record of all suspended and expelled students.

11. STUDENT DISCIPLINE FROM OUTSIDE SCHOOL DISTRICTS

- 11.1. The Alpine School District expects a student who has previously been suspended or expelled from another school district (regardless of state or country) to complete all reinstatement conditions set by their prior school/district before being allowed to enroll in the district. Parents/Guardians should present the conditions of the suspension/expulsion to a director in Student Services prior to trying to enroll their student in an Alpine School District school.
- 11.2. If the condition of suspension or expulsion from another school district is learned after the student has enrolled, educational services may be denied to the student until completion of the prior school/district reinstatement conditions. The student will be placed on probation for the condition of the prior suspension or expulsion once re-admitted.

Approvals

- Board Approved: November 9, 1993
- Revised: August 1995
- Board Revised: October 11, 2005
- Board Revised: March 2012

Alpine School District | 575 N 100 E, American Fork Utah, 84003 | alpineschools.org | 801-610-8400

Alpine School District does not discriminate in its programs, activities, or employment practices on the basis of race, color, religion, national origin, gender or sexual orientation. | additional information: alpineschools.org

- Revision: July 3, 2018, October 2019 (language update from Utah Code Rules & Regulations 5.7.2, 5.7.3)