

## Pinnacle Canyon Academy Discipline Plan and Emergency Safety Interventions

(3) A plan described in Subsection (1) shall include:

(a) the definitions of Section 53G-8-210;

Definition of Section 53G-8-210

### 53G-8-210. Disruptive student behavior.

(1) As used in this section:

Terms Used In Utah Code 53G-8-210

- **Administrator:** includes "executor" when the subject matter justifies the use. See Utah Code 48-2e-1156
  - **Guardian:** includes a person who: Utah Code 48-2e-1156
  - **Person:** means :Utah Code 48-2e-1156
- (a) "Disruptive student behavior" includes:
- (i) the grounds for suspension or expulsion described in Section 53G-8-205; and
  - (ii) the conduct described in Subsection 53G-8-209(2)(b).
- (b) "Parent" includes:
- (i) a custodial parent of a school-age minor;
  - (ii) a legally appointed guardian of a school-age minor; or
  - (iii) any other person purporting to exercise any authority over the minor which could be exercised by a person described in Subsection (1)(b)(i) or (ii).
- (c) "Qualifying minor" means a school-age minor who:
- (i) is at least nine years old; or
  - (ii) turns nine years old at any time during the school year.
- (d) "School year" means the period of time designated by a local school board or local charter board as the school year for the school where the school-age minor is enrolled.
- (2) A local school board, school district, governing board of a charter school, or charter school may impose administrative penalties in accordance with Section 53G-8-211 on a school-age minor who violates this part.
- (3) (a) A local school board or governing board of a charter school shall:
- (i) authorize a school administrator or a designee of a school administrator to issue notices of disruptive student behavior to qualifying minors; and
  - (ii) establish a procedure for a qualifying minor, or a qualifying minor's parent, to contest a notice of disruptive student behavior.
- (b) A school representative shall provide to a parent of a school-age minor, a list of resources available to assist the parent in resolving the school-age minor's disruptive student behavior problem.
- (c) A local school board or governing board of a charter school shall establish procedures for a school counselor or other designated school representative to work with a qualifying minor who engages in disruptive student behavior in order to attempt to resolve the minor's disruptive student behavior problems.
- (4) The notice of disruptive student behavior described in Subsection (3)(a):
- (a) shall be issued to a qualifying minor who:
    - (i) engages in disruptive student behavior, that does not result in suspension or expulsion, three times during the school year; or
    - (ii) engages in disruptive student behavior, that results in suspension or expulsion, once during the school year;
  - (b) shall require that the qualifying minor and a parent of the qualifying minor:
    - (i) meet with school authorities to discuss the qualifying minor's disruptive student behavior; and

- (ii) cooperate with the local school board or governing board of a charter school in correcting the school-age minor's disruptive student behavior; and
  - (c) shall be mailed by certified mail to, or served on, a parent of the qualifying minor.
- (5) A habitual disruptive student behavior notice:
  - (a) may only be issued to a qualifying minor who:
    - (i) engages in disruptive student behavior, that does not result in suspension or expulsion, at least six times during the school year;
    - (ii) (A) engages in disruptive student behavior, that does not result in suspension or expulsion, at least three times during the school year; and  
(B) engages in disruptive student behavior, that results in suspension or expulsion, at least once during the school year; or
    - (iii) engages in disruptive student behavior, that results in suspension or expulsion, at least twice during the school year; and
  - (b) may only be issued by a school administrator, a designee of a school administrator, or a truancy specialist, who is authorized by a local school board or governing board of a local charter school to issue a habitual disruptive student behavior notice.
- (6)
  - (a) A qualifying minor to whom a habitual disruptive student behavior notice is issued under Subsection (5) may not be referred to the juvenile court.
  - (b) Within five days after the day on which a habitual disruptive student behavior notice is issued, a representative of the school district or charter school shall provide documentation, to a parent of the qualifying minor who receives the notice, of the efforts made by a school counselor or representative under Subsection (3)(c).

(b) written standards for student behavior expectations, including school and classroom management;

#### Discipline Procedures

- When addressing inappropriate behavior, students will describe what the specific undesirable behavior is, the reason the behavior is undesirable, and what should be done to change the behavior.
- When a staff member is addressing an inappropriate behavior, they will use a respectful tone of voice that does not increase in pitch, tone or volume, and being in close proximity to the child. Voices are valuable teaching tools; they should convey respect and help children to feel safe and reassured.
- To develop their sense of autonomy and initiative, students need to experience the positive feelings that come from making choices. Students will be encouraged to offer solutions and to help determine the consequences for their inappropriate behavior. Students will be taught to take responsibility for their own actions.
- When the need arises for the student to have a cooling down period to calm down and reflect, the student will be allowed to regain power of control and choice in an area established by the teachers for this purpose. This area should not be used as a punishment.
- School personnel will immediately address any physically dangerous and/or persistently inappropriate behavior. Examples include, but are not limited to, endangering one's personal body, hurting others, bullying, or destroying property.
- Staff will be trained in discipline procedures. Staff will also be reviewed periodically for compliance, their ability to implement discipline procedures and how frequently they use the procedures.
- Staff will follow Utah laws concerning discipline and will not discipline using toileting, food, or sleep as a consequence for any behavior.

- Teaching self-discipline is not a simple process. We must first establish a relationship with students, be clear and consistent, and keep parents informed of their child's behavior. Parents will be called and informed if their child is experiencing problems with self-control or inappropriate behavior. Parents will be asked to offer solutions that have been successful at home for curbing inappropriate behavior and parents will be actively involved in the successful integration of self-control skills

### **S3. K – 5 STUDENT DRESS CODE**

The Elementary students will follow the student dress code noted below.

We rely on Pinnacle parents/guardians to require that their students leave home each morning dressed appropriately. Pinnacle administration, faculty and staff will strictly enforce the dress code policy throughout the day. Parents will be contacted if the student's problem with the dress code cannot be addressed at school. Any questions regarding the dress code can be directed to your child's teacher or to School Administration.

**CLOTHING:** Clothing should be modest in nature, covering the body as is appropriate in a school setting. All pants must be clean and free of excessive holes. Midriff shirts, tank tops, halter-tops, spaghetti straps, muscle shirts, overly tight or sloppy clothes are **NOT** allowed. No grubby clothes will be accepted. Skirts on girls should be no shorter than two inches above the knee.

**SHOES:** Elementary students must wear closed-toe shoes to school. Flip flops and sports slides are NOT allowed.

**HYGIENE:** Students should practice good hygiene when they come to school by showering daily, wearing appropriate deodorant and wearing clean clothes. Students that are dirty, emit strong bodily odors or wear dirty clothes will be sent to the office where parents will be contacted.

### **S4. SECONDARY DRESS CODE (6-12)**

We rely on Pinnacle parents/guardians to require that their students leave home each morning dressed appropriately. Pinnacle administration, faculty and staff will strictly enforce the dress code policy throughout the day. Parents will be contacted if the student's problem with the dress code cannot be addressed at school. Any questions regarding the dress code can be directed to your child's teacher or to School Administration.

**CLOTHING:** Clothing should be modest in nature, covering the body as is appropriate in a school setting. All pants must be clean and free of excessive holes. Midriff shirts, tank tops, halter-tops, spaghetti straps, muscle shirts, overly tight or sloppy clothes are **NOT** allowed. No grubby clothes will be accepted. The school's "no butts, no boobs, no bellies" policy is an informal way of telling students what is appropriate for school. Skirts on girls should be no shorter than two inches above the knee.

**SHOES:** Flip flops are NOT allowed. Open-toed shoes are acceptable if they have a back and a strap. Sports slides with socks are acceptable (during specific sport season).

**HYGIENE:** Students should practice good hygiene when they come to school by showering daily, wearing appropriate deodorant and wearing clean clothes. Students that are dirty, emit strong bodily odors or wear dirty clothes will be sent to the office where parents will be contacted.

### **S5. COMMUNICATION WITH STUDENTS/PARENTS**

Pinnacle will communicate with our students and parents. Meetings will be held as needed. Parents are strongly encouraged to attend all parent meetings, regularly check the school webpage for calendar events and updates, and maintain an accurate phone number on file in the school offices to ensure that they receive the regular School Reach phone calls.

Parents may contact faculty members by email or on the phone. Please limit phone calls to faculty members to before 8:30 a.m. or after 3:30 p.m. in order to minimize disrupting classroom instruction. Faculty members will promptly respond to parent emails and telephone messages, usually within 24 hours. Should a parent have problems or concerns regarding their child's education, they should first address those issues with the child's teacher(s). If the parent is not satisfied with the teacher's response, please reference the Student Code of Conduct for grievance procedure. An appointment can then be made with administration to resolve the issues. Appointments can be made with individual faculty members before or after school hours or with administration during the day when possible.

#### S6. STUDENT ATTENDANCE POLICY

According to the Utah compulsory Attendance Laws (53A-11-101) every school age child must be in school until age 18 or graduation. Under this law, parents or guardians are obliged to enforce compulsory school attendance. In fact, it is a misdemeanor if a parent fails to have their child in regular attendance. Such laws are intended to facilitate development of skills and knowledge necessary for students to learn to function in a modern democratic society through attending school regularly. The Utah State Board of Education also views on-time attendance as a critical element for student success. When students miss school, they miss out. The opportunities lost through student absence and tardiness leave learning gaps that are difficult to fill. Regular, on time attendance is a life skill required for successful employment in the future, as well as helping maintain consistent and dependable relationships. Increasing an optimal learning environment that fosters these lifelong habits of accountability and reliability begins with consistent attendance in school. Pinnacle is committed to support parents, students and school personnel in making decisions that lead to 95% on time attendance by every student.

School personnel will schedule school activities so as to not disrupt regular, on-time school attendance. Teachers shall release students from class on time and not interfere with the on time attendance of students in other teachers' classes.

Parents should excuse students only for valid reasons identified by the Pinnacle Board of Directors:

- Illness
- Medical appointments
- Family Emergencies
- Death of Family member or close friend
- Family activity or travel consistent with the board and school policy

A clearly defined process for absence and tardy review is in place. Documentation of absences will be coded as follows:

- . = Present
- / = 1/2 class
- E = Excused by Parent and/or Guardian written note (not to exceed three consecutive days), Doctor's excuse or other note for excused circumstance (death, family emergency, etc.) is required for every day beyond the three day parent excuse.
- A = School Activity
- C = Concurrent enrollment classes at USU Eastern
- D = Detention
- G = Group
- H = Homebound
- I = In school suspension – disciplinary action
- M = Half Day Morning
- N = Half Day Afternoon
- O = Observation and Assessment
- P = Parent phone call to excuse student
- S = Sluff
- T = Tardy reflects being more than 20 minutes late for class. Code then reverts to a "U".

- U = No legitimate excuse submitted.
- Z = Suspension-disciplinary action

Students are expected to:

- Attend class daily and on time.
- Provide Pinnacle with adequate explanation and appropriate proof of reason for an absence within 24 hrs.
- Oral communication from parent or guardian on the day of the absence is required to excuse in case of illness or family emergency. **If such communication cannot be made, a written excuse signed by parent or guardian must accompany the student when he/she returns to school.**
- A verbal or written request from the parent or guardian that is approved by a Pinnacle administrator or designee in advance will excuse the student. Such advance requests will allow the student time to secure assignments. Only under exceptional circumstances, however, will midterm or final examinations be given earlier.
- Obtain makeup assignments from teachers after an excused absence and to complete this work in the same number of days as absent, plus one. The teacher, in extenuating circumstances, may grant additional time.

Occasionally, a student must be absent from school for reasons that are acceptable to the school as well as the court. Please follow the above steps informing the school every time your child is absent explaining the reason. The school and the court require a statement from a doctor regarding extended absences for illness. Appointments with doctors should be arranged after school hours whenever possible. If they must occur during school hours, the student is excused only for the time it takes for the appointment and traveling time. According to the Utah compulsory Attendance Laws (53A-11-101) every school age child must be in school until age 18 or graduation. Parents are responsible for their children's regular school attendance. In fact, it is a misdemeanor if a parent fails to have his child in regular attendance.

Pinnacle has clearly defined the following effective interventions for excessive absenteeism or tardiness.

At the elementary level:

- Teacher's verbal warning to student and parent
- Required parent conference called by teacher
- Referral to Family Support Team
- Intervention by School Administrator with parent and child
- School Truancy Citations
- Referral to Juvenile Court

At the secondary level:

- Teacher's verbal warning to student and parent
- Required parent conference call by teacher
- Referral to Family Support Team
- Required student tracking of attendance on a daily basis
- Intervention by School Administrator with parent and child
- School Truancy Citations
- Referral to Juvenile Court

(c) effective instructional practices for teaching student expectations, including:

- (i) self-discipline;

## DISCIPLINE PHILOSOPHY AND POLICY

Discipline means to teach. Rather than punishment, discipline should be a positive way of helping and guiding children to achieve self-control. An effective discipline program requires three vital educational functions:

- The maintenance of order
- The development of internal control
- The promotion of prosocial behavior

Self-development is most effective if the person is committed, rather than just complying. Commitment comes through internal motivation. Internal motivation is fostered in a positive learning environment where people feel they will not be harmed, where they are given choices that encourage ownership and empowerment, where self-evaluation and self-correction are dominant in people learning that appropriate, responsible behavior is in their own best interests.

(ii) citizenship;

### Citizenship Policy

Pinnacle strives to help its students become productive and responsible citizens of society. Students are expected to behave appropriately in school. At graduation, students may not have any [U's] on their citizenship transcript from grades 9-12. Citizenship grades will be given using the following procedure:

- Each quarter students will begin with 100 citizenship points.

- Points will be added to the citizenship grade as follows:

Being consistently prepared	10 points
Showing courtesy/manners	10 points
Extraordinary participation	10 points
True good character	10 points

- Points will be deducted from the citizenship grade as follows:

Unexcused absences	6 points
Tardy	3 points
Code of Conduct Infraction	10 points
Excessive talking	5 points
Swearing	10 points
Being rude/mean/disrespectful	10 points

Grades 6-12 use the following citizenship standards for points awarded:

H	Honors	110 or more
S	Satisfactory	80 - 109
N	Needs Improvement	60 - 79
U	Unsatisfactory	59 or less

Students may make up citizenship marks N and U. Students must assume the responsibility of making up low citizenship marks. Citizenship makeup can only be accomplished through the means listed below.

- Students may work after school helping the custodians.
- Low marks will be worked off at the following rate:

U = 3 hours service

N = 2 hours service

(iii) civic skills; and

Pinnacle believes in educating the whole child. Character Education is integrated throughout the day within the assigned curriculum, not detracting from teaching the core curriculum, but enhancing it. Faculty and staff will model those strong principles of good character that we want to instill in our students. Character education is consistently incorporated from Kindergarten through 12<sup>th</sup> grade through the Community of Caring program. Caring, respect, responsibility, trust and family are the five pillars of the program.

(iv) social skills;

Pinnacle will provide training to all students in social skills in each grade. A variety of programs will be used. The main program will be the state sponsored program LifeSkills.

(d) systematic methods for reinforcement of expected behaviors;

Multiple methods will be used for reinforcement of expected behaviors including; LifeSkills, Aggression Resistance Training and social skills groups.

(e) uniform and equitable methods for correction of student behavior;

Pinnacle will provide the following methods for correction of student behavior; safe corners in every classroom to provide students a safe place to practice self-correction training, a behavior room in the elementary for students to go to work on calming behaviors and a place to stay if students are in-school suspended. Teacher may send students for behavior referrals to administration. Administration has a variety of interventions available for correction of student behavior for example; in-school and out-of-school suspensions, social skill groups, counseling and student service meetings.

(f) uniform and equitable methods for at least annual school level data-based evaluations of efficiency and effectiveness;

Statistics are kept on office referrals, numbers of completed LifeSkill classes, Aggression Resistance Training (ART) classes, academic progress and results of student services meetings.

(g) an ongoing staff development program related to development of:

(i) student behavior expectations;

Teachers, para-educators and other staff members will complete yearly trainings on child development, LifeSkills and ART. All staff will understand the development of a child and the expectations for behavior based on developmental age expectations.

(ii) effective instructional practices for teaching and reinforcing behavior expectations;

Elementary and secondary teachers will complete a week of training on behavior, academic programs, ART implementation, LifeSkills, referral procedures for SPED, Title 1 programs, CPR and other topics as needed.

(iii) effective intervention strategies; and

(iv) effective strategies for evaluation of the efficiency and effectiveness of interventions;

ART and LifeSkills have assessments built in that measure the efficiency and effectiveness of the interventions.

(h) procedures for ongoing training of appropriate school personnel in:

Training and professional development will occur as follows:

Early Release Fridays: On each Friday of the school year, PLC meeting and trainings will be held. All faculty are required to attend. Other staff will be invited as necessary.

Professional Learning Community:

Pinnacle will be set up as a professional learning community. Faculty and staff will be divided into learning communities with an Instructional Leader facilitating the supervision and instructional support. PLC teams will meet weekly and focus on academic achievement. The primary purpose of the PLC teams is to facilitate academic excellence in all content areas.

Required Trainings

All staff are required to complete sexual harassment training yearly and to maintain CPR Red Cross certification. All staff will be familiar with ART and LifeSkills training. All training will be part of the master training plan.

(i) crisis intervention training;

Yearly in August, all staff will be trained in crisis intervention procedures. The counseling department will train all staff at the trainings.

(ii) emergency safety intervention professional development; and

Counseling Center staff will engage in at a minimum three trainings per year on safety intervention. All staff will complete mandatory safety intervention training yearly.

(iii) LEA policies related to emergency safety interventions consistent with evidence-based practice;

AP15. Safety Plans

In case of an emergency, earthquake, fire, or flood. Pinnacle is responsible for the safety of the students and community members and for effective communication with parents. Contacting the school office and/or CAO when an emergency occurs is of utmost importance. Any time police, court officials, DCFS agents or the press come onto campus, they should be escorted to the office.

Emergency Procedures

Faculty members are responsible for the students they are teaching at the time of the emergency. The CAO must be the only contact with parents or media. All faculty and staff should refer all media questions to the CAO.

All classrooms will have smoke alarms and fire extinguishers as deemed necessary from the Fire Marshall. Faculty members are responsible for their class during fire drills and all classes must participate in the drills with each class going to their designated area.

In case of a fire all students, faculty and staff must follow the safety plan and exit the building immediately.



## AP 16. Emergency Management Procedures

The purpose of this plan is to provide a framework for school staff to organize the resources of the school and community to respond to and manage emergency situations while school is in session. The main objectives are to: (1) protect the life and safety of students and staff, (2) provide a framework for staff, students, parents, and community agencies to respond quickly and effectively to emergency situations, (3) protect school property and environment, and (4) facilitate the resumption of normal school activities in a timely manner.

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process.

1. Identify the type of emergency.
2. Identify the level of emergency.
3. Determine immediate actions required.

### Identify Type of Emergency

The first step in responding to an emergency is to determine which of the following 7 types of emergencies is occurring: (1) animal disturbance, (2) armed assault, (3) biological or chemical release, (4) bomb threat, (5) earthquake, (6) fire, or (7) loss of utilities.

### Identify Level of Emergency

The second step in responding to an emergency is to determine if the emergency is minor, moderate, or major.

### Determine Immediate Actions

The final step in responding to an emergency is to determine the type of response. The most common responses are: (1) duck and cover, (2) shelter-in-place, (3) lock down, (4) evacuate building, and (5) off-site evacuation

## Emergency Procedures

### Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The school administrator will initiate appropriate actions including shelter-in-place, lock down, or evacuate building. Upon discovery of an animal, staff members will attempt to isolate the animal from students and staff, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, the students will remain outside in an area away from the animal. The school administrator will notify proper authorities.

### Armed Assault

This procedure should be implemented when one or more individuals attempt to take hostages or cause physical harm to students and staff. Such an incident may involve a gun, a knife, or other harmful device. Personnel should immediately contact proper authorities. Personnel should follow the recommendations outlined in the video published by Homeland Security to run, hide, or fight (according to Homeland Security video produced by city of Houston). The school administrator will initiate appropriate actions including lock down or evacuate building. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and perpetrator.

### Biological or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may include the discharge of acid in the school laboratory, an overturned truck or train car of hazardous materials, or an explosion at an oil or gas facility. If the incident occurs within the building students will either evacuate building or perform an off-site evacuation. The school administrator will notify proper authorities. If the incident occurs outside of the school the administrator will initiate shelter-in-place procedures.

### Bomb Threat

Response to a bomb threat is initiated upon the discovery of a suspicious package or receipt of a threatening call. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone, alert someone else to contact proper authorities, and obtain as much information as possible. If a suspicious object is identified one adult will notify the school administrator, while the rest secure the area, establishing a perimeter of 300 feet. No attempt should be made to investigate or examine the object. Depending on the location of the object the school administrator shall initiate lockdown, evacuate building, or off-site evacuation procedures.

### Disorderly Conduct

Disorderly conduct may involve a student, staff member, or community member exhibiting threatening or irrational behavior. Staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. The school administrator will initiate lock down, shelter-in-place, evacuate building, or off-site evacuation procedures. If necessary, the school administrator will notify local authorities

### Earthquake

Upon the first indication of an earthquake staff will direct students to duck, cover, and hold. Children and adults need to move away from windows and overhead hazards. When the shaking stops the school administrator will initiate evacuate building, or off-site evacuation procedures. The school administrator will also notify local authorities of school need.

### Fire

Upon discovery of a fire inside the building the school administrator will immediately initiate evacuate building procedures and staff will direct occupants out of the building to the designated meeting point. If the fire is outside the building the school administrator will initiate shelter-in-place procedures. If necessary, staff will disengage heating and/or air-conditioning systems. In both situations, the school administrator will notify local authorities.

### Loss or Failure of Utilities

Failure of utilities can result in broken water or sewer lines, exposed electrical lines, or a gas leak. The school administrator will initiate shelter-in-place or evacuate building procedures. The school administrator will notify local authorities.

- (i) policies and procedures relating to the use and abuse of alcohol and controlled substances by students;

- **NOTICE TO STUDENTS**

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- **YOU ARE HEREBY NOTIFIED** that use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful and that it is a violation of the policy of this school for any student to distribute, dispense, possess, use, or be under the influence of any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance as defined in Schedule I through V of Section 202 of Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 D.F.R. 1300.11 through 1300.15, before, during or after school hours, at school or any other school location as defined below.
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- "School location" means in any school building and on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or other school activities; off-school property at any school-sponsored or school-approved activity, event or function, such as a field trip or

athletic event, or during any period of time when the student is under the supervision of school personnel or otherwise engaged in a school activity.

Any student who violates the terms of the school's Drug and Alcohol Policy is subject to the discipline outlined in the school's policies including all disciplinary sanctions consistent with local, state and federal law, up to and including expulsion and referral for prosecution and/or completion of an appropriate rehabilitation program.

**YOU ARE FURTHER NOTIFIED** that compliance with this policy is mandatory.

Section 5145 of the Drug Free Schools and Community Act (Public Law 101-226)

## **TOBACCO/ALCOHOL**

### **Tobacco**

Students shall not possess or use any tobacco products on school property or at any school-related or school-sanctioned activity on or off school property.

### **Alcohol**

A person may not possess or drink an alcoholic beverage inside or on the grounds of any building or vehicle operated by a part of the school or in those portions of any building, park, or stadium that are being used for an activity sponsored by or through the school or any part thereof. Violation of this Provision is a misdemeanor.

Utah Code Ann. 53A-3-501

## **STUDENT DRUG AND ALCOHOL OFFENSES**

No student shall distribute, dispense, possess, use, or be under the influence of any alcoholic beverage, malt beverage fortified wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance as defined in Schedule I through V of Section 202 of Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 D.F.R. 1300.11 through 1300.15, before, during or after school hours, at school or any other school location as defined below. All students and parents or guardians of students shall be supplied with a copy of standards of conduct and a statement of the sanctions for violation of this policy.

"School location" means in any school building and on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or other school activities; off-school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, or during any period of time when the student is under the supervision of the school.

Compliance with this policy is mandatory. A student who violates the terms of this policy may be suspended or expelled from school, at the discretion of the Pinnacle school board. Each student found in violation of this policy shall be provided with information about drug and alcohol counseling, rehabilitation, and reentry programs available to them.

## **GUIDELINES**

### **Violations - Use or Possession**

All violations of the policy on drugs and alcohol will be reported to an appropriate law enforcement agency.

**First Violation:** Students violating the Drug and Alcohol Policy for the first time will automatically be suspended and placed in an alternative education program at home for a minimum of ten (10) days and enroll and attend the first session of a state-certified Drug and Alcohol intervention/counseling program. Students will be readmitted

after ten (10) days on a probationary status until written verification is provided confirming completion of the counseling program. Parents will be required to coordinate homework assignments with a designated school representative during the suspension period.

**Second Violation:** If there is a second violation of the Drug and Alcohol Policy, the student will be placed on a home-based alternative educational program for a period of nine (9) weeks. A certified teacher will be sent to the home for two hours once a week for the nine-week period to aid the student with his/her learning. Any student who has a second violation of the Drug and Alcohol Policy must submit to a written assessment for potential chemical dependence. A team composed of local school guidance specialist and a school psychologist will conduct this assessment. Any assessment done by anyone other than this team would be at the option and expense of the parent(s) or guardian(s). Before the student is readmitted to school, the assessment results will be presented to the parent(s) or guardian(s) and will be forwarded to Juvenile Court.

**Third Violation:** If any student is involved in a third violation of the Drug and Alcohol Policy, the student will automatically be placed in a home-based alternative, education program for the remainder of the school year.

### **Violations - Selling \ Distributing**

**First Offense:** Because of the seriousness of the offense, a student selling and/or delivering alcohol or other illegal substances shall be automatically place in a home-based alternative educational program for a period of nine (9) weeks. Before the student is readmitted to school, he/she must submit to a written assessment for potential chemical dependence. A School team composed of the local school guidance specialist and a school psychologist will conduct this assessment. Any assessment done by anyone other than this team would be at the option and expense of the parent(s) or guardian(s). The assessment results will be presented to the parent(s) or guardian(s) and will be forwarded to Juvenile Court.

**Second Offense:** Any second offense for selling and/or delivering alcohol or other illegal substance will automatically place a student in a home-based alternative educational program for the remainder of the school year.

**Alternative Education:** Students who violate the Drug and Alcohol Policy will be referred to alternative education programs.

**Repeat Offenders:** Records will be maintained on all violations of the Drug and Alcohol Policy. A student with more than one violation on record will be considered a repeat offender whether the first offense was committed in the current school year or in any prior school year.

**Removal from Campus:** During the time a student is on the home-based alternative educational program, he/she is not to be on campus or be a spectator or participant or attend any extra curricular activities sponsored by the school. If a senior student is placed on the home-based alternative educational program for violation of the Drug and Alcohol Policy and that placement coincides with the end of school, he/she will not be allowed to participate in graduation exercises. The diploma will be awarded upon completion of the home-based alternative educational program and all other graduation requirements.

**Disclosure:** Utah State Law requires teachers and school personnel to disclose information of suspected chemical abuse to parents. Personnel will complete the Suspected Abuse Report form and submit it to the appropriate school administrator for referral to parents.

- The purpose of disclosure will be to make parents aware of potential problems and dangers associated with substance abuse.
- The disclosure will review student behavior or situations causing concern: attendance, discipline, behavior, grades, physical symptoms, and other problem that affect school performance.

- Disclosure will allow parents to seek help for further evaluation of the child from outside agencies-
- Parents will be provided with information regarding agencies providing service to adolescents assessment counseling and treatment,
- In complying with Utah State Law for disclosure, the school meets this obligation to parents. The school system will not be held responsible for any financial action resulting from disclosure assessment, treatment, or counseling). Payment for services or materials provided by chemical abuse professionals who are not school employees will be the responsibility of the parents.

**Treatment:** In order to support the family and student when treatment is sought, the school will provide elective credit for education received during the treatment process. The treatment program must meet Utah State Division of Alcoholism and Drug license qualifications.

(j) policies and procedures, consistent with requirements of Rule R277-613, related to:

(i) bullying- see below

(ii) cyber-bullying- see below

(iv) hazing- see below

(v) retaliation-see below

The Board of Directors of Pinnacle is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination for any reason and of any type. The Board of Directors believes that all students and employees are entitled to a safe, equitable, and harassment-free school experience. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

The standards of this policy constitute a specific, focused, coordinated, integrated, culturally sensitive system of supports for all students, staff, families, and community agencies that will improve relations within the school.

## I. Definitions

**A.** **“Bullying”** means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as: unwanted purposeful written, verbal, non-verbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power. Bullying may involve, but is not limited to:

1. unwanted teasing
2. threatening
3. intimidating
4. stalking
5. cyber-stalking
6. cyber-bullying
7. physical violence
8. theft
9. sexual, religious, or racial harassment
10. public humiliation
11. destruction of school or personal property
12. social exclusion, including incitement and/or coercion

13. rumor or spreading of falsehoods

**B. “Harassment”** means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. has the effect of substantially interfering with a student’s educational performance, or employee’s work performance, or either’s opportunities, or benefits;
3. has the effect of substantially negatively impacting a student’s or employee’s emotional or mental well-being; or
4. has the effect of substantially disrupting the orderly operation of a school and/or school work environment.

**C. “Cyber-stalking”**, means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

**D. “Cyber-bullying”** is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, texting on cell phones, social websites (e.g., Facebook, Twitter, Instagram, SnapChat, etc.), chat rooms, “sexting”, instant messaging, or video voyeurism.

**E. “Bullying”, “Cyberbullying”, and/or “Harassment”** also encompass:

1. retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying, harassment, or discrimination.
2. retaliation also includes reporting a baseless act of bullying, harassment, or discrimination that is not made in good faith.
3. perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
  - a) incitement or coercion;
  - b) accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the school system; or
  - c) acting in a manner that has an effect substantially similar to the effect of bullying, harassment, or discrimination.

**F. “Bullying,” “Cyber-bullying”, “Harassment,” and “Discrimination”** (hereinafter referred to as bullying, as defined in Section A, for the purpose of this Policy) also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, School employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the School.

**G. “Accused”** is defined as any School employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school sponsored events, on school buses, and at training facilities or training programs sponsored by the school who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.

H. **“Complainant”** is defined as any school employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, either orally or in writing.

I. **“Victim”** is defined as any school employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses and at training facilities or training programs sponsored by the school, who is reported to have been the target of an act of bullying during any educational program or activity.

## II. Expectations

Pinnacle Board of Directors expects students and employees to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment. A. The School prohibits the bullying of any student or school employee:

1. during any educational program or activity conducted by the school;
2. during any school-related or school-sponsored program or activity or on a school bus;
3. through the use of any electronic device or data while on school grounds or on a school bus, computer software that is accessed through a computer, computer system, or computer network of the school. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.
4. through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity, or on a school bus.
5. while the school does not assume any liability for incidents that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate. The principal/designee shall use the Student Information System (SIS) to log all reports and interventions. However, if a student’s ability to receive an education or a school’s ability to provide an education is significantly impaired, as determined by the school administration, disciplinary sanctions may be issued, see Section V. A. 1.a of this policy.
6. though an incident of alleged bullying (cyberbullying or other) may occur off campus and may not entail threats of acts to occur during school hours, if a student’s ability to receive an education or a school’s ability to provide an education is significantly impaired, as determined by the school administration, disciplinary sanctions may be issued.,

B. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student and staff recognition through positive reinforcement for good conduct, self discipline, good citizenship, and academic success, as seen in the required school plan to address positive school culture and behavior (aka Discipline Plan).

C. Student rights shall be explained as outlined in this policy.

D. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Student Code of Conduct and this Policy.

**III. Training for students, parents, teachers, staff, school administrators, student support staff, counseling staff, bus drivers, contractors and school volunteers on identifying, preventing, and responding to bullying will be conducted.**

A. At the beginning of each school year, the school principal/designee and or appropriate administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Student Code of Conduct, Employee Handbooks, the school website, and/or through other reasonable means.

**IV. Disciplinary sanctions (consequences) and due process for a person who commits an act of bullying under this policy.**

**A.** Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances, followed by the determination of disciplinary sanctions appropriate to the perpetrator's position within the school.

1. Consequences and appropriate interventions for students who commit acts of bullying may range from positive behavioral interventions up to, but not limited to suspension, as outlined in the Student Code of Conduct.
2. Consequences and appropriate interventions for a school employee found to have committed an act of bullying will be instituted in accordance with School policies, procedures, and agreements. Additionally, egregious acts of bullying by certified educators may result in a sanction against an educator's state issued certificate.
3. Consequences and appropriate intervention for a visitor, volunteer, or parent/guardian found to have committed an act of bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
4. These same actions will apply to persons, whether they are students, school employees, parents/guardians, or visitors/volunteers/independent contractors, who are found to have made wrongful and intentional accusations of another as a means of bullying.

**V. Reporting an act of bullying**

**A.** The principal/designee is responsible for receiving oral or written complaints alleging violations of this policy, as with all infractions from the Student Code of Conduct.

**B.** Students may report complaints of bullying to any school employee, faculty or staff. All school employees, faculty and staff are required and must report, in writing, any allegations of bullying or violations of this Policy involving students to the principal/designee or appropriate administrator. Failure to report will result in action(s) or discipline, up to and including termination of employment. Any school faculty or staff who suspects adult-on-adult bullying is strongly encouraged to report any concerns.

**C.** Any other members of the school community who have credible information that an act of bullying has taken place may file a report of bullying, whether a victim or witness.

**D.** Any student (and/or the parent on that complainant's behalf if the complainant is a minor) who believes he/she is a victim of bullying (or any individual, including any student who has knowledge of any incident(s) involving bullying of students) is strongly encouraged to report the incident(s) in writing to a school official. Complaints should be filed as soon as possible after the alleged incident and noted on the specified data system, but must be filed within ninety (90) school days after the alleged incident (i.e., within 90 school days of the last act of alleged bullying). Failure on the part of the victim to initiate and/or follow up on the complaint within this period may result in the complaint being deemed abandoned.

**E.** The principal of each school shall establish, and prominently publicize to students, staff, volunteers, and parents, how a report of bullying may be filed and what actions may be taken.

**F.** A school employee, school volunteer, contractor, student, parent/guardian or other persons who promptly reports in good faith an act of bullying to the appropriate school official, and who makes this report in compliance with the procedures set forth in this School Policy, is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.



**G.** Administrators/principal/designee(s) shall document in writing and/or via the specified data system all complaints regarding bullying, as with all infractions of the Code of Student Conduct, to ensure that problems are appropriately addressed in a timely manner, whether the report is made verbally or in writing.

## **VII. Bullying Complaints and Resolution**

**A.** The investigation of a reported act of bullying of a student, school-based employee, parent/guardian or other persons providing service to the school is deemed to be a school-related activity and begins with a report of such an act.

**B.** The principal/designee and/or Investigative Designee shall document all complaints in writing and/or through the appropriate data system to ensure that problems are addressed in a timely manner. This process is to be followed with all anonymous complaints as well.

**C.** If the complaint is about the principal, the Board President shall be asked to address the complaint.

**D.** The trained Investigative Designee(s) will make the determination if a reported act of bullying or harassment falls within the scope of the school.

1. If it is within the scope of the School, move to Procedures for Investigating Bullying and/or Harassment as outlined below.

2. If it is outside the scope of the School, and determined an alleged criminal act, refer to appropriate law enforcement, provide any applicable interventions, and document according to Policy.

3. If it is outside the scope of the School, and determined not a criminal act, inform parents/guardians of all students involved, provide appropriate interventions and document according to Policy.

**E.** Informal Resolution - where the administrator, along with the alleged victim and the accused/student, may agree to informally resolve the complaint. Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately separately, and are confidential. Each party's agreement to Informal Resolution must be in writing. The incident and the resolution must be documented on the appropriate data system.

1. If a mutual resolution has not been achieved, a formal written appeal must be filed within five (5) work days after the informal meeting and submitted to the principal or appropriate area/school supervisor.

**F.** Formal Resolution - the alleged victim/complainant/student/employee or parent(s), on behalf of the student, may file a written complaint with the principal/designee.

1. According to the level of infraction, parents will be promptly notified of any actions being taken to protect the victim via written notice, telephone or personal conference; the frequency of notification will depend on the seriousness of the bullying incident.

**G.** The resolution, all interviews and interventions that take place and the corresponding dates shall be documented in writing and/or noted in the school specified data system.

## **VIII. Investigation requirements for reported acts of bullying under this policy.**

**A.** The procedures for investigating school-based bullying must include the principal/designee and/or the Investigative Designee, in the case of student-to-student bullying. The principal, Investigative Designee and Prevention Liaison shall be trained in investigative procedures and interventions as outlined in this Policy. For incidents at the area/school level, or for school-based adult-on-adult bullying, the appropriate administrator will be responsible for the investigation as outlined in this policy and will run concurrently and in addition, to all agreed upon procedures for staff discipline.

- B.** The investigator may not be the accused or the alleged victim.
- C.** The principal/designee or appropriate area/school administrator shall begin a thorough investigation with the alleged victim and accused within two (2) school days of receiving a notification of complaint.
- D.** During the investigation, the principal/designee or appropriate area/school administrator may take any action necessary to protect the complainant, alleged victim, other students or employees consistent with the requirements of applicable regulations and statutes.
1. Documented interviews of the alleged victim, alleged perpetrator, and witnesses are conducted privately, separately, and are confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim to be interviewed together.
  2. At no time during the investigation will the name of the complainant be revealed by the investigator.
  3. In general, student complainants and/or alleged victims will continue attendance at the school and pursue their studies as directed while the investigation is conducted and the complaint is pending resolution. Any legal order of a court will prevail.
  4. When necessary to carry out the investigation or for other good reasons, and consistent with federal and state privacy laws, the principal/designee or appropriate area/school administrator also may discuss the complaint with any school employee, the parent of the alleged victim, the parent of the complainant or accused, if one or both is a minor (or has given consent or is an adult who has been determined to be incompetent or unable to give informed consent due to disability), and/or child protective agencies responsible for investigating child abuse.
  5. During the investigation where an employee is the accused, the principal/designee or the appropriate area/school administrator may recommend to the Board, any action necessary to protect the complainant, the alleged victim, or other students or employees, consistent with the requirements of applicable statutes, State Board of Education Rules and School Board Policies.
- E.** Within ten (10) school days of the notification as to the filing of the complaint, there shall be a written decision by the Principal/Designee or appropriate area/school administrator regarding the completion and determination of the investigation. The principal/designee shall make a decision about the validity of the allegations in the complaint and about any corrective action.
- F.** The Principal/Designee or appropriate area/school administrator will inform all relevant parties in writing of the decision and the right to appeal.
- G.** No retaliation of any kind is permitted in connection with an individual's having made a bullying complaint and if it occurs, it shall be deemed an additional act of bullying as stated herein this Policy.

#### **IX. Referral for Intervention**

- A.** Referral of a student to the student services team for consideration of appropriate services is made through the school problem-solving process by school personnel or parent to the principal/designee. Parent notification is required. When such a report of formal discipline or formal complaint is made, the principal/designee shall refer the student(s) to the student services team for determination of need for counseling support and interventions.
- B.** Referral of school or area/school personnel to the Employee Assistance Program (EAP) for consideration of appropriate services will be made by the administrator.
- C.** School-based intervention and assistance will be determined by the student services team and may include, but is not limited to:
1. counseling and support to address the needs of the victims of bullying.
  2. counseling interventions to address the behavior of the students who bully (e.g., empathy training, anger management).
  3. intervention which includes assistance and support provided to parents.

4. analysis and evaluation of school culture with resulting recommendations for interventions aimed at increasing peer ownership and support.

**D.** Self-referral for informal consultation: School staff, students or parents may request informal consultation with school staff (e.g., school social worker, school counselor, EAP, etc.) to determine the severity of concern and appropriate steps to address the concern of bullying (the involved students' parents may be included) orally or in writing to the principal/designee.

**E.** Any investigations and interventions shall be recorded on the School specified data system.

**X. Incident reporting requirements**

**A.** The procedure for including incidents of bullying in the school's report of safety and discipline data is required under F.S. 1006.09(6). The report must include each incident of bullying and the resulting consequences, including discipline, interventions and referrals. In a separate section, the report must include each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy, with recommendations regarding said incident.

**B.** The School will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment in its codes.

**C.** Discipline, referral data, investigations, interventions, and actions of discipline shall be recorded on the specified data system, as with other infractions from the Code of Student Conduct.

**XI. Process for referral for external investigation**

**A.** If the act is outside the scope of the School, and determined a criminal act, referral to appropriate law enforcement shall be made immediately, the parent will be notified, and the referral documented by the principal/designee in the specified data system.

**B.** While the School does not assume any liability for incidences that must be referred for external investigation, it encourages the provision of assistance and intervention as the principal/designee deems appropriate, including the use of the a local Law Enforcement Officer/School Resource Officer and other personnel. The principal/designee shall use School Reporting Systems to log all reports and interventions.

**XII. Appeals process**

**A.** Appeal procedure for bullying by a student will follow the steps outlined in the Code of Student Conduct – "Right to Appeal Unfair Penalties."

**B.** Appeal procedure for an accused/employee:

1. If the accused/employee wishes to appeal the action taken in resolution of the complaint, such appeal shall be filed either in accordance with SBBC Board Policy 4015 or pursuant to the relevant collective bargaining agreement.

2. For those employees not in a bargaining unit, the appeal shall be filed in accordance with SBBC Policy 4015.

(k) policies and procedures for the use of emergency safety interventions for all students consistent with evidence-based practices including prohibition of:

AP15. Safety Plans

In case of an emergency, earthquake, fire, or flood. Pinnacle is responsible for the safety of the students and community members and for effective communication with parents. Contacting the school office and/or CAO when an emergency occurs is of utmost importance. Any time police, court officials, DCFS agents or the press come onto campus, they should be escorted to the office.

Emergency Procedures

Faculty members are responsible for the students they are teaching at the time of the emergency. The CAO must be the only contact with parents or media. All faculty and staff should refer all media questions to the CAO.

All classrooms will have smoke alarms and fire extinguishers as deemed necessary from the Fire Marshall. Faculty members are responsible for their class during fire drills and all classes must participate in the drills with each class going to their designated area.

In case of a fire all students, faculty and staff must follow the safety plan and exit the building immediately.

#### Medical Emergencies

Appropriate first aid for the injured is the first concern. The first adult on the scene should remain with injured student and send for a second adult. Staff must follow CPR and First Aid procedures. All injuries must be reported to the office. All head injuries must be reported immediately to the parents. All injuries must be reported to the State Health Dept.

(i) physical restraint, subject to the requirements of Section R277-609-5, except when the physical restraint is allowed as described in Subsection 53G-8-302(2);

(ii) prone, or face-down, physical restraint- Pinnacle does not engage in this type of restraint.

(iii) supine, or face-up, physical restraint- this will only be allowed if there is written permission given by parents and the permission will only be given to the people assigned within the document.

(iv) physical restraint that obstructs the airway of a student or adversely affects a student's primary mode of communication- Pinnacle will not engage in this type of restraint.

(v) mechanical restraint, except- Pinnacle will not engage in this type of restraint.

(A) protective or stabilizing restraints- this will only be allowed if there is written permission given by parents and the permission will only be given to the people assigned within the document.

(B) restraints required by law, including seatbelts or any other safety equipment when used to secure students during transportation;

#### **STUDENT CONDUCT ON SCHOOL BUSES**

In view of the fact that a school bus is an extension of the classroom, both within jurisdiction of the school board, student conduct on the bus will be within standards acceptable for the classroom and as outlined in this Code of Conduct. The bus driver's directions will be followed and he/she will be treated with respect at all times. The following rules and regulations established by the Schools are designed to promote the safety and comfort of students on school buses:

Rules And Regulations Students riding buses shall:

- Be under the authority of the bus driver and follow the driver's directive the first time it is given.
- Be courteous to fellow students, the bus driver and passersby.
- Keep the bus clean and refrain from damaging it. Students shall not eat food/or drink on the bus except on special occasions when the bus is stationary.
- Keep all articles out of the bus aisles.
- Not bring animals, matches, firearms, weapons, or other potentially hazardous materials onto the bus.

- Refrain from profanity, vulgar language, scuffling, wrestling, fighting, teasing at any time. Students may converse in normal tones.
- Refrain from indecent exposure.
- Not touch safety equipment or use emergency door, except in an emergency.
- Be careful in approaching bus stops. Always walk on the left side of the road facing oncoming traffic.
- Not open or close windows without permission of the driver.
- Remain well back from the roadway while waiting for the bus and refrain from throwing things or playing while waiting for the bus.
- Enter the bus in an orderly fashion, go directly to a seat, and remain seated until reaching the destination. Bus drivers may assign seats.
- Share seats with three students per seat if necessary. No student is to stand.
- Never stand in the doorway or in front of the handrails back of the driver's seat.
- Do not extend hands, arms, or head through bus windows, nor throw items out of the bus.
- Contact the bus driver if they find or lose anything on the bus.
- Those students with disabilities whose deviant behavior is directly attributed to their disability will be managed on a case-by-case basis.

### **Consequences of Rule Breaking**

- First Offense — A student's name is noted and a verbal warning given.
- Second Offense — The student is assigned a seat and a conference between the driver and the student takes place.
- Third Offense — The parents, administrator and transportation supervisor is notified.
- Fourth Offense — A conference between the parent, student, driver, transportation supervisor and/or administrator takes place. The student may lose bus privileges from three to five days.

### **Severe Clause**

In the case of disorderly conduct, assault, arson, obscenities or other extremely unacceptable behavior the driver will invoke the severe clause- The severe clause entails immediate suspension of bus privileges. The student will be put off the bus at his school, bus garage or bus stop. Parents and administrator will be notified and bus privileges may or may not be reinstated after a conference with driver, student, parent, administrator, and transportation supervisor. Automatic suspension is for five days and could be indefinite depending on the circumstances. Local law enforcement agencies may be contacted for assistance when necessary.

### **Disciplinary Procedures**

In the event riding privileges are suspended, the parents or guardian then become responsible for the student's transportation to and from school.

(C) any device used by a law enforcement officer in carrying out law enforcement duties;

(vi) chemical restraint, except as:

(A) prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and- see medical policy below

(B) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under state law- see medical policy below.

### Student Medication

All student medication should be distributed in the offices. Appropriate medical forms for the medication should be completed prior to the beginning of the school year. Students are allowed by Utah law to have inhalers on their persons at all times.

## APPENDIX J: MEDICAL TREATMENT POLICY

### I. Consent to Medical Treatment

The school in which a minor student is enrolled may consent to medical treatment of that student provided: the person having the power to consent as otherwise provided by law cannot be contacted, actual notice to the contrary has been given by that person.

### II. Form of Consent

Consent to medical treatment under this policy shall be in writing, signed by the school official giving consent, and given to the doctor, hospital, or other medical facility that administers the treatment.

### III. Administering Medication

Employees of the Pinnacle may administer medication to a student during periods when the student is under the control of the school, subject to the following conditions:

- A. Pinnacle has received a current written and signed request to administer the medication during regular school hours to the student from the parent, legal guardian, or other person having legal control of the student.
- B. The student's physician has provided a signed statement describing the method, amount, and time schedule for administration, and a statement that administration of medication by school employees during periods when the student is under the control of the school is medically necessary.
- C. Oral, topical, and inhalant medication may be administered by assigned school personnel. Medications requiring other routes of administration will not be given by school personnel except in emergency situations with the exception of glucagon, see policy below. In non-emergency situations, medications requiring other routes of administration must be given by a registered nurse with the exception of glucagon, see policy below.
- D. All medication that is to be given at school, with the exception of medication that is required in an emergency situation, must be furnished by the parent or guardian and delivered to the school by a responsible adult.
- E. All prescription medication must be in the original container labeled by the pharmacy with the name of the student, the name of the physician, the name of the medication, the amount given (dose), and the duration of the treatment. Over-the-counter medication must be in the original bottle and labeled with the student's name.
- F. All medication provided to the school is to be kept in a secure location.
- G. When possible, one person shall be assigned the responsibility of administering student medication.
- H. A record including the type of medication, amount, and the time and day it was administered must be kept for each student receiving medication at school. The person administering the medication must sign the record each time medication is given.

I. Elementary and middle school students are not to carry or self-administer medication on school premises unless it is expressly ordered by the student's physician because of life threatening circumstances including, but not limited to, asthma medication, diabetes medication, glucagon and epinephrine.

J. Authorization for administration of medication by school personnel may be withdrawn by the school at any time following actual notice to the student's parent or guardian.

K. School personnel who provide assistance under this policy in substantial compliance with the physician's or dentist's written statement and Pinnacle is not liable, civilly or criminally, for any adverse reactions suffered by the student as a result of taking the medication or discontinuing the administration of the medication pursuant to this policy.

#### IV. Authorized Employees

In consultation with the Department of Health and school nurse, Pinnacle or designee shall provide for:

- A. Designation of employees who may administer medication.
- B. Proper identification and safekeeping of medication.
- C. Training of designated employees.
- D. Maintenance of records of administration.

#### V. Administration of Glucagon

A. A glucagon authorization shall include a signed statement from a parent or guardian of a student with diabetes:

- 1. Certifying that glucagon have been prescribed for the student.
- 2. Requesting that the student's public school identify and train school personnel who volunteer to be trained in the administration of glucagon
- 3. Authorizing the administration of glucagon in emergency situations to the student.

B. After receiving a glucagon authorization from a student's parent or legal guardian the school shall:

- a. Within a reasonable time, train at least one school personnel who volunteer to be trained in the administration of glucagon, with training provided by the school nurse or another qualified, licensed medical professional
- b. Allow all interested personnel to receive training in the administration of glucagon. Training shall include: techniques for recognizing the symptoms that warrant the administration of glucagon, standards and procedures for the storage and use of glucagon, and other emergency procedures, including calling 911, and contacting, if possible, the student's parent or guardian.
- c. Retain for reference the written materials prepared for training personnel
- d. Permit a student and/or school personnel to possess or store prescribed glucagon so that it will be available for administration in an emergency.

C. A person who has received glucagon administration training may administer glucagon at the school or school activity to a student with glucagon authorization if:

- a. The student is exhibiting the symptoms that warrant the administration of glucagon
- b. A licensed healthcare professional is not immediately available.

D. A person who administers glucagon in accordance with this policy shall direct a responsible person to call 911 and take other appropriate actions in accordance with his or her glucagon administration training.

E. Pinnacle personnel who provide or receive training under this policy and pursuant to Utah Code Ann. 53A-11-603 and act in good faith are not liable in any civil or criminal action for any act taken or not taken with respect to the administration of glucagon.

#### VI. Civil Liability Immunity

Pinnacle personnel shall substantially comply with the physician's or dentist's written statement in order that they may take full advantage of the immunity from liability granted under Utah Code Ann. 53-A-1160(3)

(vii) seclusionary time out, subject to the requirements of Section R277-609-5, except when a student presents an immediate danger of serious physical harm to self or others; and

(viii) for a student with a disability, emergency safety interventions written into a student's IEP, as a planned intervention, unless:

(A) school personnel, the family, and the IEP team agree less restrictive means which meet circumstances described in Section R277-608-5 have been attempted;

(B) a FBA has been conducted; and

(C) a positive behavior intervention plan based on data analysis has been written into the plan and implemented- for all special education questions please refer to the Special Education Handbook, attached to the end of this document.

(l) direction for dealing with bullying and disruptive students- see bullying section

(m) direction for schools to determine the range of behaviors and establish the continuum of administrative procedures that may be used by school personnel to address student behavior, including students who engage in disruptive student behaviors as described in Section 53G-8-210;

(n) identification, by position, of an individual designated to issue notices of disruptive and bullying student behavior- the Elementary Principal and the Chief Administrative Officer, both Vice Principals can issue notices of disruptive and bullying student behavior.

(o) identification of individuals who shall receive notices of disruptive and bullying student behavior- a student who receives a notice of disruptive and bullying behavior will have a behavior notification in their Student Information System (SIS) file.

(p) a requirement to provide for documentation of an alleged class B misdemeanor or a nonperson class A misdemeanor prior to referral of students with an alleged class B misdemeanor or a nonperson class A misdemeanor to juvenile court- all class B and A misdemeanors will be referred to the Price Police Department.

(q) strategies to provide for necessary adult supervision- if needed or warranted by an IEP students will receive supervision through a para-educator during the times they are in school through the schools special education program.



(R) a requirement that policies be clearly written and consistently enforced- all policies are written in the Pinnacle Code and will be consistently enforced.

(s) notice to employees that violation of this rule may result in employee discipline or action- in every Offer of Employment it is clearly stated that a violation will result in discipline or termination for violation of the Pinnacle Code and the Utah School Teachers Ethics.

(t) gang prevention and intervention policies in accordance with Subsection 53E-3-509

(1)- gang prevention and intervention policies are contained throughout the discipline and emergency safety intervention. Students who are identified as at risk will be assigned to the Gang Prevention Coordinator for interventions including class schedule changes, tracking, mentoring, counseling, parent meetings and student service meetings.

(2) All school personnel will report all discipline issues to the principals for intervention. All incidences will be reported in SIS. The Principals will determine appropriate discipline and follow up services.

(3) All school personnel will complete at a minimum of fifteen hours a training yearly concerning trauma, emergency procedures, increasing protective factors and identifying risk factors in students and families and other trainings deemed necessary to fulfill the mission of the school and meeting student needs.

(u) provisions that account for an individual LEA's or school's unique needs or circumstances, including:

(i) the role of law enforcement- law enforcement will be called as needed to enforce laws and policies as defined by juvenile justice.

(ii) emergency medical services- EMT services will be called as needed, there are three AED's throughout the building and all employees are trained twice a year on the use of AED's, all employees have First Aide and CPR training bi-yearly as the certification outlines.

(iii) a provision for publication of notice to parents and school employees of policies by reasonable means- parents are given notice of policies etc. through school reach and through the school website.

(iv) a plan for referral for a student with a qualifying office to alternative school-related interventions, including: students will be referred for an alternative school-related intervention according to their behavior and their mental health needs. All students will be welcomed back to the school upon completion of the program they enter.

(A)a mobile crisis outreach team, as defined in Section 78A-6-105- Pinnacle has a mobile crisis team that is administrated through the Counseling Center. There are eight therapists who are trained in crisis outreach and are prepared to offer assistance as needed.

(B) a receiving center operated by the Division of Juvenile Justice Services in accordance with Section 62A-7-104- Pinnacle works with the Division of Juvenile Justice to provide care for students who violate policies, are suspended, expelled or enter the court system.

(C) a youth court; or

(v) a comparable restorative justice program.

(4) A plan described in Subsection (1) may include:

(a) the provisions of Subsection 53E-3-509(2); and

(b) a plan for training administrators and school resource officers in accordance with Section 53G-8-702.