

DESCRIPTOR TERM: Students	Millard District Policy File Code: 6100 Approved: 07-12-18
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STUDENT CONDUCT

PURPOSE AND PHILOSOPHY

It is the purpose and philosophy of the Millard School District to empower all students to function effectively in the society in which they live by encouraging student conduct that produces a proper learning environment and respect for the personal, civil and property rights of all members of our school community. Positive, constructive, moral, and ethical conduct of students shall be expected. Disruptive behavior, or behavior that violates state and/or local laws while on school property or under the supervision of the school will not be tolerated. Violation of this policy shall be grounds for immediate referral, suspension, exclusion from participation in extracurricular activities, or expulsion from school. (see Millard Policy, 6101)

I. STUDENT CONDUCT STANDARDS

The Millard School District Safe Schools Policy (see Millard Policy, 6090) contains district guidance about safe and orderly schools issues. Because the district recognizes the importance of local school community involvement, each school shall develop its own student conduct standards consistent with the Safe Schools Policy and according to the following principles:

- A. Each school shall have written student conduct standards that contain clear expectations and consequences and that are in compliance with district policy, state and federal law. Each school plan shall require that 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, staff shall make good faith efforts to implement a remedial intervention plan that would allow the student to remain in school.

- B. To create widespread understanding and a sense of participation, ownership, support, and responsibility of the school community, standards for student conduct shall be established at the district and school level. District and school student conduct standards shall recognize the following principles:
 - 1. Every person deserves to be respected;

 - 2. Every person deserves to be safe, to feel safe and to be free from danger;

3. Students attend school to learn (academics, behavioral skills, social skills, etc.), and learning is enhanced in a physically and emotionally safe environment;
 4. Learning is enhanced in an organized environment and the establishment of academic and behavioral expectations is essential for this environment; and
 5. There is an intrinsic relationship between academics and behavior.
- C. The purpose of student conduct standards is to help students achieve their educational goals, therefore, discipline means the “action taken” when:
1. Behavior interferes with learning; and
 2. Behavior disrupts learning and warrants action.

II. SCHOOL STUDENT CONDUCT PLANS

All Millard School District schools shall develop Student Conduct Plans, referred to as School Discipline Plans in Utah State Code.

- A. Each school’s student conduct plan shall include:
1. the definitions of Section 53A-11-910;
 2. written standards for student behavior expectations, including school and classroom management;
 3. effective instructional practices for teaching student expectations, including:
 - a. self-discipline;
 - b. citizenship;
 - c. civic skills; and
 - d. social skills;
 4. systematic methods for reinforcement of expected behaviors;
 5. uniform methods for correction of student behavior;

6. uniform methods for at least annual school level data-based evaluations of efficiency and effectiveness;
7. an ongoing staff development program related to development of:
 - a. student behavior expectations;
 - b. effective instructional practices for teaching and reinforcing behavior expectations;
 - c. effective intervention strategies; and
 - d. effective strategies for evaluation of the efficiency and effectiveness of interventions;
8. procedures for ongoing training of appropriate school personnel in:
 - a. crisis intervention training;
 - b. emergency safety intervention professional development; and
 - c. LEA policies related to emergency safety interventions consistent with evidence-based practice;
9. policies and procedures relating to the use and abuse of alcohol and controlled substances by students;
10. policies and procedures, consistent with requirements of Rule R277-613, related to:
 - a. bullying;
 - b. cyber-bullying;
 - c. harassment;
 - d. hazing; and
 - e. retaliation;
11. policies and procedures for the use of emergency safety interventions for all students consistent with evidence-based practices including prohibition of:
 - a. physical restraint, subject to the requirements of Section R277-609-5, except when the physical restraint is allowed as described in Subsection 53A-11-802(2);
 - b. prone, or face-down, physical restraint;

- c. supine, or face-up, physical restraint;
 - d. physical restraint that obstructs the airway of a student or adversely affects a student's primary mode of communication;
 - e. mechanical restraint, except:
 - i. protective or stabilizing restraints;
 - ii. restraints required by law, including seatbelts or any other safety equipment when used to secure students during transportation; and
 - iii. any device used by a law enforcement officer in carrying out law enforcement duties;
 - f. chemical restraint, except as:
 - i. 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
 - ii. administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under state law;
 - g. 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
 - h. for a student with a disability, emergency safety interventions written into a student's IEP, as a planned intervention, unless:
 - i. school personnel, the family, and the IEP team agree less restrictive means which meet circumstances described in Section R277-608-5 have been attempted;
 - ii. a FBA has been conducted; and
 - iii. a positive behavior intervention plan based on data analysis has been written into the plan and implemented.
12. direction for dealing with bullying and disruptive students;

13. 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 the behavior of habitually disruptive students;
 14. identification, by position, of an individual designated to issue notices of disruptive and bullying student behavior;
 15. identification of individuals who shall receive notices of disruptive and bullying student behavior;
 16. a requirement to provide for documentation of disruptive student behavior prior to referral of disruptive students to juvenile court;
 17. strategies to provide for necessary adult supervision;
 18. a requirement that policies be clearly written and consistently enforced;
 19. notice to employees that violation of this rule may result in employee discipline or action;
 20. gang prevention and intervention policies in accordance with Subsection 53A-15-603(1); and
 21. provisions that account for an individual LEA's or school's unique needs or circumstances, including:
 - a. the role of law enforcement; and
 - b. emergency medical services; and
 - c. a provision for publication of notice to parents and school employees of policies by reasonable means.
- B. A plan described in Subsection (1) may include:
1. the provisions of Subsection 53A-15(n)-603(2); and
 2. a plan for training administrators and school resource officers in accordance with Section 53A-11-1603.
- C. Each school shall establish rules and procedures on school conduct that are compatible with district policy, state and federal law. School rules and procedures shall be developed through a cooperative effort of the administration, instruction and support staff, students, parents and community members.

1. Basic school rules shall be clearly stated and written.
2. If someone chooses to act contrary to established student conduct plans, he/she will incur consequences. Examples of consequences include but are not limited to:
 - a. Reminder.
 - b. Student/Teacher plan to correct the problem.
 - c. "Time out" – opportunity for student to develop a plan of action.
 - d. In-school suspension – student plan formulated and developed.
 - e. Suspension/expulsion.
 - f. Any disciplinary remedies available under the Safe School Policy. (See 6090, Safe School Policy)
3. The district may review local school rules and procedures and require the school to modify any rule or procedure that is not consistent with board policy or state statutes on discipline in the public schools. (Utah Code Ann. §53A-11-901 to 907)

D. Physical Restraint and Seclusionary Time Out

1. When used consistently with an LEA plan under Subsection R277-609-4(1);
 - a. a physical restraint must be immediately terminated when:
 - i. a student is no longer an immediate danger to self or others; or
 - ii. a student is in severe distress; and
 - b. the use of physical restraint shall be for the minimum time necessary to ensure safety and a release criteria, as outlined in LEA policies, must be implemented.
2. If a public education employee physically restrains a student, the school or the public education employee shall immediately notify:
 - a. the student's parent or guardian; and
 - b. school administration.
3. A public education employee may not use physical restraint on a student for more than 30 minutes.

4. In addition to the notice described in Subsection (2), if a public education employee physically restrains a student for more than fifteen minutes, the school or the public education employee shall immediately notify:
 - a. the student's parent or guardian; and
 - b. school administration.
5. An LEA may not use physical restraint as a means of discipline or punishment.
6. If a public education employee uses seclusionary time out, the public education employee shall:
 - a. use the minimum time necessary to ensure safety;
 - b. use release criteria as outlined in LEA policies;
 - c. ensure that any door remains unlocked;
 - d. maintain the student within line of sight of the public education employee;
 - e. use the seclusionary time out consistent with the LEA's plan described in Section R277-609-4; and
 - f. ensure that the enclosed area meets the fire and public safety requirements described in R392-200 and R710-4.
7. If a student is placed in seclusionary time out, the school or the public education employee shall immediately notify:
 - a. the student's parent or guardian; and
 - b. school administration.
8. A public education employee may not place a student in a seclusionary time out for more than 30 minutes.
9. In addition to the notice described in Subsection (7), if a public education employee places a student in seclusionary time out for more than fifteen minutes, the school or the public education employee shall immediately notify:
 - a. the student's parent or guardian; and
 - b. school administration.

10. Seclusionary time out may only be used for maintaining safety.
 11. A public education employee may not use seclusionary time out as a means of discipline or punishment.
- E. Principals shall establish procedures to provide for written notice of the school's student conduct plan to:
1. New and continuing students at the beginning of each school year; and
 2. Transfer students at the time of their enrollment in the school; and
 3. The students' parents and guardians.
- F. Each school shall post a list of school rules consistent and in conjunction with the Safe Schools Policy in prominent locations in the school. Teachers are encouraged to post applicable class rules in the classroom as well.