

**I. PURPOSE**

**II.** Athlos Academy has adopted a Positive Behavior Support Plan based on three mutually supportive elements: Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and Performance Character Pillar strategies. **DEFINITIONS**

- A. Positive Behavioral Interventions and Supports (PBIS): PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.
- B. Major Infraction: Negative behavior that is either chronic or severe, and is considered a Major infraction by the Lead School Administrator.
- C. Minor Infraction: Negative behavior that needs to be resolved, but that does not present a serious threat to the physical or emotional safety of students or staff may be considered a minor infraction.
- D. Restorative Practices: Restorative Practices are based on principles and processes that emphasize the importance of positive relationships as central to building community and restoring relationships when harm has occurred..

**III. POLICY**

- A. Procedures Adoption and Training:
  - 1. Disciplinary procedures will be developed and annually reviewed by the Lead School Administrator and must be in alignment with the philosophy and practices of the Athlos Positive Behavior Support Plan.
  - 2. All employees of Athlos Academy will participate in annual training regarding appropriate procedures for managing behavior in the classroom and for responding to behavior issues in a manner consistent with the Athlos Positive Behavior Plan.
  - 3. Parent/guardian(s) will be made aware of the expected conduct of students and the school's disciplinary policy and procedures each year, prior to the start of the school year via *The Family Handbook.*

- B. Violations of school policies or procedures will typically result in a response consistent with the school behavior matrix and continuum of consequences as described in the Athlos Positive Behavior Plan, including suspension or expulsion, if warranted by a student's misconduct. Minor Infractions
1. Minor infractions are designated as Level 1 behaviors and include, but are not limited to:
    - a. Refusing to follow directions or complete class work; or
    - b. Engaging in rude or disrespectful behavior; or
    - c. Non-serious but inappropriate physical contact; or
    - d. Any action deemed to be a Minor infraction by school administration.
  2. Minor infractions will be addressed by the most immediately involved school employees according to the procedures adopted by school administration.
    - a. Minor infractions will be communicated to parent/guardian(s) as needed, at the discretion of the teacher or school administrator.
  3. In compliance with Utah Code § 53A-3-415, if procedures developed by the Lead School Administrator involve after-school detention, the parent/guardian(s) of any student served after-school detention must be notified prior to the student being held after school; this provision only applies to students in grades Kindergarten - 6<sup>th</sup>.
  4. Minor infractions that become chronic or severe may be escalated to Major infractions; in such cases a Behavioral Intervention Plan will be documented by the appropriate school personnel and communicated to parent/guardian(s).
- C. Major Infractions
1. Major infractions are designated as either Level 2 or Level 3 behaviors include, but are not limited to:
    - a. Physical aggression and/or fighting;
    - b. Chronic profanity;
    - c. Outward defiance of adults;
    - d. Harrassment, including sexual harrassment;
    - e. Violence;
    - f. Gang-related activity (see *Student Policy 5503*);

- g. Weapon possession;
  - h. Alcohol or Drug use/possession;
  - i. Minor infractions that become chronic; or
  - j. Any other action deemed to be a Major infraction by school administration.
2. Consequences of Major infractions:
- a. All major infractions are documented using a *Behavior Documentation Sheet*.
  - b. Level 2 infractions may be escalated to the level of designated school administration.
  - c. All Level 3 infractions will be immediately escalated to the level of designated school administration.
  - d. All students involved in Level 3 infractions will be removed from the classroom or playground immediately.
  - e. For all Level 3 infractions, parent/guardian(s) will be contacted as soon as it is safe to do so.
  - f. Law enforcement may become involved if the incident is a crime or if the Lead School Administrator determines a need for such involvement.
  - g. Major infractions may result in in-school suspension, out-of-school suspension, or expulsion as further detailed in the school's *Student Policy 5507*.
- D. Special Considerations:
- 1. If any student involved in an incident receives special population services (IEP, 504, ELL), the employee assigned to oversee those services may be asked to collaborate with colleagues to determine if the student has or requires a Behavior Intervention Plan, or BIP.
    - a. Students on a BIP may require a different set of consequences than the general student population.
      - i. A student's BIP shall take precedence over any other provision in this policy or the Athlos Positive Behavior Plan.
    - b. Consequences that may result in a Change in Placement (such as suspension or expulsion) for a student with a disability shall be handled according to *Student Policy 5507 – Suspension and Expulsion*, Sections III.C and III.D..
  - 2. Parent/guardian(s) wishing to appeal a disciplinary decision made by the Lead School Administrator may do so by following the procedures outlined in the *Student Policy 5501*.

### E. Restraint

1. As indicated in *Discipline Policy 5505*, physical restraint is prohibited unless a student presents a danger of serious physical harm to self or others.
  - a. Physical restraint must be immediately terminated when the student is no longer an immediate danger to self or others, or if the student is in severe distress.
  - b. Physical restraint shall be used for the minimum amount of time needed to ensure the safety of the student and those around him/her and may be used for no longer than thirty minutes.
  - c. An employee who restrains a student shall immediately notify the student's parent or guardian and the Lead School Administrator.
2. Prone or supine physical restraint are always prohibited, as is any physical restraint that obstructs a student's airway or affects the student's primary mode of communication.
3. All mechanical restraint is prohibited, except for those protective, stabilizing or required by law, such as any device used by a law enforcement officer in carrying out law enforcement duties, or seatbelts or any other safety equipment when used to secure students during transportation.
4. Chemical restraint is prohibited unless prescribed by a licensed physician or other qualified health professional for the standard treatment of a student's medical or psychiatric condition.
  - a. Such chemical restraint must be administered by the prescribing physician or an other qualified health professional acting under the scope of the professional's authority under state law.
5. Seclusionary time-outs shall be prohibited unless a student present an immediate danger of serious physical harm to self or others
6. If a seclusionary time-out is used, the employee shall:
  - a. Use the minimum time necessary to ensure safety, with a maximum of 30 minutes;
  - b. End the time-out when the student is no longer an immediate safety risk;
  - c. Ensure that any door remains unlocked;
  - d. Maintain within line of sight of the student;

- e. Ensure that the enclosed area meets fire and public safety requirements; and
  - f. Shall immediately contact the student's parent or guardian and the lead school administrator.
7. For a student with a disability, emergency safety interventions written into a student's individualized education program (IEP), as a planned intervention, are prohibited unless school personnel, the family, and the IEP team agree less restrictive means which meet circumstances described in Utah R277-609-5 have been attempted, a FBA has been conducted, and a positive behavior intervention plan based on data analysis has been written into the plan and implemented.
8. For any emergency safety intervention use, as described above, the school shall:
  - a. Document the incident in within the student information system records;
  - b. Inform the parent/guardian(s) that any notes or additional documentation taken during the crisis situation are available for review and that the parent/guardian may request a copy of these notes or additional documentation;
  - c. Offer a time to meet with the school staff and administrator to discuss the crisis situation.
9. Athlos Academy of Utah shall form an Emergency Safety Intervention (ESI) Committee.
  - a. This committee shall include at least two administrators, two certified educational professional with behavior training and knowledge of both state rules and school discipline policies, and at least one parent or guardian of a student enrolled in Athlos Academy of Utah.
  - b. The ESI committee shall meet often enough to monitor the use of emergency safety interventions at Athlos Academy of Utah.
  - c. The ESI committee shall determine and recommend professional development needs.
  - d. The ESI committee shall use *Student Policy 5501 – Communication and Grievance* or develop its own policy for dispute resolution to address concerns regarding disciplinary actions.

**Legal References:**

[Utah Admin R277-609](#)  
[Utah Code § 53A-3-415](#)  
[Utah Code § 53A-11-901](#)

**Related Documents:**

[Communication and Grievance Policy 5501](#)  
[Gang Prevention and Intervention Policy 5503](#)  
[Suspension or Expulsion Policy 5507](#)