	Salt Lake Arts Academy	Version 1
	Policy Title: Discipline and Interventions Policy	Effective Date: 2.24.2025

Salt Lake Arts Academy (SLArts) follows the guidelines set forth in R277-322 and R277-608.

Definitions

Emergency Safety Intervention (ESI): The use of seclusionary time out or physical restraint when a student presents an immediate/imminent danger of physical violence/aggression towards self or others likely to cause serious physical harm. An emergency safety intervention is not for disciplinary purposes.

Restorative Practices: A relationship-focused approach to addressing student behavior that seeks to repair harm, build empathy, and foster accountability within the school community. Restorative Practices emphasize dialogue, mutual understanding, and community restoration over punitive measures. By embedding Restorative Practices into every tier of intervention, SLArts prioritizes a safe, supportive, and respectful school climate, where all students are encouraged to grow as responsible, thoughtful members of their community.

Policy

The mission of the Salt Lake Arts Academy is to prepare students to become confident and creative builders of their future, equipped through the arts and academics to take responsibility for shaping their communities. To meet this mission, the school community is guided by its **RIISE Values** and supported by **Restorative Practices** as a core tenet of our discipline and interventions framework.

RIISE VALUES

- **Respect**
  - On time and ready to learn
  - Following directions and expectations
  - Appropriate language and volume

- **Integrity**
  - Caring for the environment, space, and materials
  - Responsible and accountable for actions
  - Lead by example
- **Inclusion**
  - Help others
  - Honor diversity
  - Everyone belongs
- **Safety**
  - Calm and aware body
  - Stay on campus
  - Think of others
- **Empathy**
  - Kind words and actions
  - Encourage others
  - Cultivate compassion

Restorative Practices in Action

Restorative Practices at SLArts promote a culture of respect, accountability, and community. These practices include:

1. **Restorative Circles**: Students and staff engage in structured dialogues to address conflicts, build understanding, and create shared solutions.
2. **Mediation**: A neutral facilitator supports individuals in resolving conflicts and finding mutually agreeable outcomes.
3. **Community Building**: Regularly scheduled opportunities for students and staff to connect, reflect, and strengthen relationships.
4. **Restorative Conversations**: One-on-one or small group discussions to reflect on behavior, understand its impact, and identify steps to repair harm.

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Tiered Behavioral Interventions

Level I - **First time referral** for issues that may include, but are not limited to:

- Disruption of classroom learning
- Disrespect of other students/teacher
- Disregard of school rules & procedures

Response:

- The student will meet with a member of the administrative team to review and discuss the reason for the referral and which RIISE value(s) were not followed.
- The student will participate in a **Restorative Conversation** to reflect on their behavior and its impact on others. A **Think Sheet** may be completed as part of this process.
- Consequences may include:
    - Lunch detention
    - Loss of special activity
    - Restorative Circle with affected individuals
    - Parent and/or Student conference

Level II - **Second referral for a minor infraction** or **first referral for a major infraction** that may include:

- Endangering self or another person
- Damaging school or student property
- Arguing or defying the instructions of staff
- Skipping a class or leaving campus without permission

Response:

- The student will meet with a member of the administrative team to review the behavior and participate in a **Restorative Conference** with affected parties.
- A member of the administrative team will contact parents/guardians.
- The student will identify steps to repair any harm caused and work collaboratively with others to implement solutions.

Consequences may include:

- Absence from student activities
- Restorative Circle involving peers, staff, and/or family members
- Parent-supervised service learning
- In-School Suspension (ISS) for 1–3 days

Level III - **Third referral for a minor infraction** or **second referral for a major infraction**, including repeated or severe violations.

Response:

- The student will participate in a **Restorative Meeting** with parents, teachers, and administrators to create a **Behavior Support Plan** aligned with RIISE values.
- A focus will be placed on identifying underlying causes of behavior and providing targeted interventions.

Consequences may include:

- Behavior contract, such as a daily tracker
- Parent-supervised service learning
- Loss of privileges, such as student activities and/or trips
- Out-of-school suspension for 1–3 days

Parent Notification & Court Referral

Restorative Practices encourage collaboration with families, ensuring they are integral to solutions addressing student behavior. Parents will receive:

- Clear communication about incidents
- Invitations to participate in Restorative Meetings when appropriate
- Access to school resources to support behavior
- Provide for notices of disruptive behavior to be issued by schools to qualifying minors and parents consistent with
    - numbers of disruptions, suspensions, and timelines in accordance with Section 53G-8-210;
    - school resources available;
    - cooperation from the appropriate juvenile court in accessing student school records, including:
        - attendance;
        - grades;
        - behavioral reports; and
        - other available student school data; and
    - provide due process procedures for minors and parents to contest allegations and citations of disruptive student behavior

When an ESI is used to protect a student or others from harm, a school shall

- provide notice to the student's parent as soon as reasonably possible and before the student leaves the school;
- provide notice to school administration; and
- provide documentation of the emergency safety intervention to SLArts Student Support Team

If the use of an ESI occurs for more than 15 minutes, SLarts shall immediately provide a second notification to:

- the student's parent or guardian; and
- school administration.

A notice shall be documented within student information systems (SIS) records.

SLarts shall provide a parent or guardian with a copy of any notes or additional documentation taken during the use of the ESI upon request of the parent or guardian.

Within 24 hours of the school using an ESI with a student, a school shall provide notice to a parent or guardian that the parent or guardian may request a copy of any notes or additional documentation taken during the use of the emergency safety intervention.

A parent or guardian may request a time to meet with school staff and administration to discuss the use of an ESI.

Prohibition of Corporal Punishment
SLArts prohibits corporal punishment consistent with the law.

An employee is not prohibited from using reasonable and necessary restraint or force in self-defense or when otherwise appropriate to the circumstances to:

- obtain possession of a weapon or other dangerous object in the possession or under the control of a student;
- protect a student or another person from physical injury;
- remove a student who is violent from a situation; or
- protect property from being damaged, when physical safety is also at risk

This policy does not prohibit the use of reasonable and necessary restraint or force with students who are educated pursuant to an individual education plan (IEP). Such use of reasonable and necessary restraint or force must meet state, federal, and local guidelines governing qualified students with disabilities.

An employee may not be subjected to any sanction for failure or refusal to commit an act prohibited by this policy and the laws it is intended to implement.

Any employee who “has knowledge of or has reason to suspect” the use of corporal punishment must follow the reporting and investigation requirements for suspected child abuse.

- Reports must be immediately made to the Principal and to law enforcement or the Utah Division of Child and Family Services.
- The Principal must immediately file a report with law enforcement or the Utah Division of Child and Family Services.
- Any school or individual who in good faith makes a report or cooperates in an investigation by a school or authorized public agency concerning a violation of the corporal punishment prohibition is immune from any civil or criminal liability that might otherwise result from such reporting or cooperation.
- If a violation is confirmed, the Principal will take prompt and appropriate action, including in-service training and other administrative action, to ensure against a repetition of the violation.
- All findings and actions taken by the Principal will be reviewed by the Board Chair.
- The Principal may make additional recommendations.
- An employee may appeal any discipline imposed under this policy through the use of the employee grievance procedure in the Employee Handbook and/or orderly termination procedures for violations resulting in dismissal.

SLArts has appeal procedures in the Employee Handbook for employees disciplined for a violation of this policy.

SLARts shall incorporate in the plan submitted to the Superintendent annually, the prohibition of corporal punishment consistent with the law.

Authority to Suspend Or Expel

The Principal, Dean of Students, and Director of Academic Engagement have the authority to suspend a student for up to ten school days per incident. If the school administrator desires or contemplates suspending for longer than ten school days or expelling a student, the school administrator shall make a referral to the Student Services Team.

Disruption Of School Operations

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Students may be suspended, expelled, referred for police investigation, and/or prosecuted for any school-related conduct that creates an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of the school, including but not limited to:

- Frequent, flagrant, or willful disobedience;
- Defiance of school authority;
- Criminal activity;
- Fighting;
- Possession of contraband (i.e., drug paraphernalia, pornography, mace, pepper spray, laser pen, chains, needles, razor blades, bats and clubs); or
- The use of foul, profane, vulgar, harassing or abusive language.

Drugs / Controlled Substances

Any student who possesses, controls, uses, sells, or arranges the sale of real, look- alike, or pretend illegal drugs or controlled substances, including alcohol and tobacco, may be suspended, tested for drugs, expelled, referred for police investigation, and/or prosecuted.

Due Process

When a student is suspected of violating the Salt Lake Arts Academy policy the school administrator (including Principal, Dean of Students, and Director of Academic Engagement) must meet with and inform him/her of the allegations and provide the student the opportunity to give his/her version of the incident. If the school administrator determines sufficient evidence exists to impose discipline the school administrator shall notify the parent or guardian that 1) the student has been suspended; 2) the grounds for the suspension; 3) the period of time for which the student is suspended; and 4) the time and place for the parent or guardian to meet with a designated school official to review the suspension.

Harassment / Hazing

Incidents will involve Restorative Circles to empower victims and hold perpetrators accountable, fostering a safe, inclusive environment
Students may be suspended, transferred to an alternative placement, expelled, referred for police investigation, and/or prosecuted for engaging in any physical or verbal aggression, intimidation, initiation, or discrimination of any school employee or student at school or school-related activity regardless of location or circumstance, including but not limited to bullying, hazing, or sexual, racial, ethnic, religious, or disability-related harassment.

Safe & Orderly Schools

It is the policy of the Salt Lake Arts Academy to promote a safe and orderly school environment for all students and employees. Restorative practices will be used as a first response to address disruptions, emphasizing dialogue and community repair. Criminal acts or disruptive behavior of any kind will not be tolerated and any individual who engages in such activity will be subject to school disciplinary action as determined by school administrators, disciplinary action as determined by the school's administrative team, police referral, and/or prosecution. In determining appropriate discipline, school officials will consider the totality of the circumstances, including the severity of the offense, as well as the individual's age, disability status, intent, academic status, and prior disciplinary record.

Search And Seizure

School officials have the authority to search a student's personal property while located on school property or at a school-sponsored activity, when they have reason to believe that the search will turn up evidence that the student has violated or is violating a particular law or school rule. Students have no right or expectation of privacy in school lockers. School lockers are the sole property of the Salt Lake Arts Academy. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant.

Serious Violations

Even in cases involving severe infractions, restorative processes (where safe and appropriate) will provide opportunities for students to reflect, repair, and reintegrate into the school community. Students may be suspended, expelled, referred for police investigation, and/or prosecuted for committing any of the following school-related serious violations:

- Threatening or causing harm to the school, school property, or persons associated with the school, or property associated with that person, regardless of where the conduct occurs;
- Committing any criminal act, including but not limited to: assault, harassment, hazing, rape, trespass, arson, theft, vandalism, possession or use of pornographic material on school property;
- Engaging in any gang activity, including but not limited to: flashing gang signs, displaying or spraying gang graffiti, wearing or displaying gang-related clothing or apparel, or soliciting others for membership in a gang.

Weapons And Explosives Automatic One-Year Expulsion

Any student who in a school building, in a school vehicle, on school property, or in conjunction with any school activity, possesses, controls, uses or threatens the use of a real weapon, explosive, noxious or flammable material, or actually uses or threatens to use a look-alike or pretend weapon with the intent to intimidate another person or to disrupt normal school activities, shall be expelled from the school, programs, and activities for a period of not less than one calendar year; unless the Student Services Team determines on a case-by-case basis, that a lesser penalty would be more appropriate. The terms weapon, explosive, and noxious or flammable material, include but are not limited to: guns, starter pistols, cap guns, knives, martial arts accessories, bombs, bullets and ammunition, fireworks, gasoline, or other flammable liquids, matches, and lighters.

Emergency Safety Intervention

SLARts has established an Emergency Safety Intervention (ESI) Committee. The Committee includes at least two SLArts administrators, at least one parent/guardian of a student enrolled in SLArts, and at least two certified

educational professionals with behavior training and knowledge in both state rules and SLArts Discipline policy.

The ESI Committee shall:

- meet often enough to monitor the use of emergency safety intervention in the LEA;
- determine and recommend professional development needs; and
- develop policies for local dispute resolution processes to address concerns regarding disciplinary actions; and
- ensure that each emergency incident where a school employee uses an emergency safety intervention is documented in the SLArts student information system and reported to the Superintendent through the Board's Utah Transcript and Record Exchange (UTREx) system

As part of its special education policies, SLArts has developed criteria and steps for using ESIs consistent with state and federal law.

Corporal Punishment

Employees who use corporal punishment shall be subject to employee discipline, up to and including termination. Employees may follow the Board approved grievance and appeal procedures if they have been disciplined for a violation of this policy.