



**CANYONS**  
SCHOOL DISTRICT  
STUDENT WELLNESS  
SERVICES

*We ensure students are safe,  
healthy, and ready to learn.*

# LEVELS OF STUDENT BEHAVIOR AND PROGRESSIVE INTERVENTION

*Board Policy 500.2 Student Conduct and the Disciplinary Process*





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## Mission Statement

“Every student who attends **Canyons School District** will graduate college-and career-ready”

## Canyons School District Philosophy

*We aspire to continuously improve and believe everyone can learn. We build public trust and confidence through transparency and strive for excellence. We are guided by evidence while encouraging innovation and creativity. We collaborate to deliver the best outcomes. We act with integrity and build relationships through mutual respect. We care deeply about what we do and how we do it.*

## Vision Statement

*Canyons School District is a public education system dedicated to delivering a high-quality education to students, valuing and rewarding the vital contributions of employees, and helping learners of all ages to be prepared for meaningful life opportunities. We value transparency and collaboration in governance. We work together with families, employees and community partners to establish and maintain safe, supportive, and academically challenging school environments which strengthen neighborhoods and communities.*



## Parent Partnerships

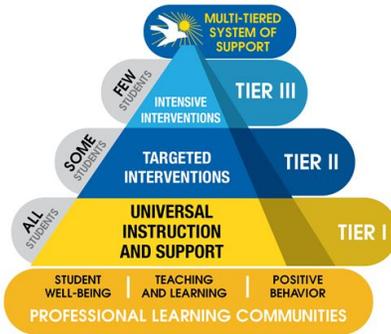
**Canyons School District** is committed to fostering a safe, supportive, and well-ordered learning environment for every student. We recognize that parents and guardians play the most essential role in guiding children’s behavior at home. As educators, we value the important partnership we share with families and the responsibility we have in supporting students throughout their educational

journey. With Parent/Guardians we aim to: Encourage understanding of school expectations, priorities, and positive values. Support children in learning the importance of respectful behavior toward peers and adults in their educational community. Build and maintain positive relationships with teachers, principals, and school staff who are dedicated to student success. Keep open and healthy lines of communication with school personnel about the child’s academic progress and social well-being and work together to ensure the best possible learning outcomes.

## Non-Discrimination Statement

**No District employee or student shall be subjected to discrimination in employment or any District program or activity based on age, color, disability, gender, gender identity, national origin, pregnancy, race, religion, sexual orientation, or veteran status. Canyons School District is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, District facility use, accommodations and other Equal Employment Opportunity matters. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Jeffrey Christensen, Assistant Legal Counsel, Compliance Officer 801.826.5061. You may also contact: The Office for Civil Rights, Denver, CO, (303) 844-5695.**

## Multi-Tiered System of Supports



MTSS is a systems framework intended to benefit ALL students. The goal of Canyons School District is that ALL students make adequate progress. The three-tier recommendation of percentages (80-85%, 10-15%, and 1-5%) is a guideline for resource allocation and not indicative of our desired adequate progress in our schools. The MTSS process is intended to **help students achieve academic and social/emotional success**. Fidelity to the process is important to ensure successful outcomes for all students.

## Canyons School District MTSS Framework

From its inception, Canyons School District has adopted an MTSS Framework to guide all practices across the district.

CSD's **MTSS framework** consists of three sections:

- High Quality Academic and Behavioral Instruction and Intervention
- Data for Decision Making
- Team-based Problem Solving

## Positive Behavior Interventions and Supports (PBIS)

Is a proactive, evidence-based framework used throughout Canyons School District to promote positive behavior and create safe, inclusive school environments. PBIS helps students build social, emotional, and behavioral skills by teaching clear expectations, recognizing positive behavior, and providing support when challenges arise. It is part of our Multi-Tiered System of Supports (MTSS) and focuses on equity, ensuring that all students—especially those from historically underserved groups—receive consistent, fair, and supportive interventions. Through a tiered approach, PBIS offers school-wide support for all students (Tier 1), targeted help for those who need extra guidance (Tier 2), and individualized interventions for students with more intensive needs (Tier 3). Schools use data to guide decisions, track student progress, and improve outcomes. By working together—families, educators, and staff—we create positive school climates where every student can thrive academically, socially, and emotionally.



Canyons Multi-Tiered System of Supports (MTSS) framework specifies the critical elements of quality instruction, learning environment, and informed decision making, to support schools in the implementation of evidence-based classroom and system-wide practices so that each learner succeeds.

By prioritizing a multi-tiered approach that provides instructional coherence and support intended to meet the needs and assets of the whole child, this framework serves as the foundation for achieving the important outcomes in the CSD Strategic Plan and realizing the District's mission for every student to graduate college-and-career ready.

Classroom Practices				
Safe & Supportive Environment	High Quality Teaching & Learning	Data-based Decision Making		
Safety and Belonging	Classroom Behavior Essentials	Instructional Design	Assessment for Learning	Team Problem Solving
<ul style="list-style-type: none"> <li>• Schoolwide PBIS</li> <li>• Social-emotional Skill Development</li> <li>• Restorative Practices</li> <li>• Digital Citizenship</li> <li>• Trauma-Informed Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Structure</li> <li>• Relationships and Cultural Responsiveness</li> <li>• Expectations, Rules, and Routines</li> <li>• Student Engagement</li> <li>• Acknowledge Appropriate Behavior</li> <li>• Responding to Behavioral Errors</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Content Aligned to Utah Grade Level Standards</li> <li>• Instructional Materials and Technology Aligned to CSD Policy</li> <li>• Intentional Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Clarity</li> <li>• Explicit Instruction</li> <li>• Systematic Vocabulary Instruction</li> <li>• Scaffolding</li> <li>• Opportunities to Respond</li> <li>• Structured Classroom Discussion</li> <li>• Feedback Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Effective Assessment Practices</li> <li>• Best Practices in Grading</li> </ul>
<b>Tiered System of Supports</b> <ul style="list-style-type: none"> <li>• Behavior Supports during core instruction and intervention</li> <li>• Supports for Multilingual Learners / Newcomers during core instruction and intervention</li> <li>• Supports for Students with Disabilities during core instruction and intervention</li> <li>• Supports for Advanced and Gifted Students</li> </ul>		<b>Educator Growth</b> <ul style="list-style-type: none"> <li>• Public Practice</li> <li>• Professional Learning</li> <li>• Instructional Coaching (teaching cycles, lesson study, walkthroughs, targeted observations)</li> <li>• Canyons Teacher Effectiveness Support System (CTESS)</li> </ul>		



## Districtwide Preventive and Supportive Practices

Classroom-Level Supports	Schoolwide Supports
<ul style="list-style-type: none"> <li>● Clear, positively stated classroom rules</li> <li>● Consistent routines and expectations</li> <li>● Active supervision and pre-corrections</li> <li>● Engaging, differentiated instruction</li> <li>● Positive reinforcement and relationship-building</li> <li>● Calm and consistent responses to misbehavior</li> <li>● Welcome routines and brain breaks</li> <li>● Social-emotional learning opportunities</li> <li>● Affective (emotionally supportive) communication</li> </ul>	<ul style="list-style-type: none"> <li>● Behavior expectations taught and reinforced</li> <li>● Student recognition and reinforcement systems</li> <li>● Office referral processes and discipline data tools defined</li> <li>● Strong connections between students and trusted adults</li> <li>● Problem-solving through MTSS (Multi-Tiered System of Supports) teams</li> <li>● Use of schoolwide behavior and climate data to inform decisions</li> </ul>

### Prevention is Key: Districtwide Approach to Positive Behavior

Canyons School District is committed to fostering a positive and inclusive school climate where students can grow academically, socially, and emotionally. To support this vision, all elementary and secondary schools are expected to implement a **tiered system of Positive Behavior Interventions and Supports (PBIS)** and related supportive practices.

These proactive strategies are applied across all school settings—especially within classrooms—where effective instruction and intentional classroom management are essential. When behavioral challenges arise, schools use **tiered responses** that prioritize **re-teaching, correction, and support**, with student safety and long-term success at the forefront.

This districtwide framework ensures consistency, equity, and positive outcomes for all students, while empowering educators to proactively support behavior through teaching and relationship-based strategies.

## Progressive Intervention and Response

In a progressive approach to intervention and discipline, students learn from their behavior and receive support to change it over time. When a specific student's behavior does not change after using the lowest identified level of intervention and/or discipline, or if the behavior increases in frequency, intensity, or duration, the next level of intervention and disciplinary action is used.

All interventions and disciplinary actions should be selected, implemented, and assessed to help students do the following:

- Understand why the behavior is unacceptable and the harm it has caused
- Take responsibility for their actions
- Understand what they could have done differently in the same situation
- Learn social strategies and skills and replacement behaviors to use in the future
- Utilize restorative practices to repair harm between perpetrator and victim
- Understand the progression of the consequences

SEL/Wellness staff may help coordinate restorative practices such as apologies, circles, repairing harm and/or property restitution.

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in ways that are most supportive of student needs. The interventions and disciplinary actions described here should be carefully matched to the functions of the behaviors and psychological needs of the student and to the overall context of the situation.

### Considerations when Determining Disciplinary Responses

In determining how to best address inappropriate, unacceptable, and unskillful behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following facts must be considered prior to determining the appropriate assignment of consequences and interventions:

- the student's age and maturity
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct)
- the disciplinary consequences and interventions applied in prior behavior violations
- the nature, severity, and scope of the behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior
- the student's IEP, BIP (Behavioral Intervention Plan), and 504 Accommodation Plan, if applicable
- the student's response to the intervention



<b>Levels of Behavior Summary ( 📄 Levels of Behavior Part 2 )</b>		
	<b>Behavior Definitions</b>	<b>Behavior Examples</b>
<b>LEVEL ONE</b>	<p><b>(Classroom Level)</b></p> <ol style="list-style-type: none"> <li>Refusal to comply with reasonable requests.</li> <li>Behavior that is generally managed with a brief intervention by an adult present in that setting.</li> </ol>	<ul style="list-style-type: none"> <li>Swearing or name calling (<i>not</i> targeted)</li> <li>Showing disrespect towards others</li> <li>Out of assigned area on campus (e.g. leaving classroom or playground, refusal to go where they are asked)</li> <li>Dress Code violations that can be handled in the classroom</li> </ul>
<b>LEVEL TWO</b>	<p><b>(Classroom/School Admin Level, SST)</b></p> <ol style="list-style-type: none"> <li>Repeated incidents of Level One infractions.</li> <li>Prohibited behavior towards another student, staff, volunteer, etc.</li> <li>Behavior that is generally managed with a brief intervention by an adult present in that setting, and may include additional brief contact with support staff.</li> </ol>	<ul style="list-style-type: none"> <li>Targeted swearing/name calling towards staff or student</li> <li>Property damage less than \$100</li> <li>Cheating, plagiarism</li> <li>Inappropriate use of personal electronic device</li> <li>Trespassing: If a student who is not enrolled at a particular campus shows up during or after school hours, they can be charged with a \$500 trespassing fine</li> </ul>
<b>LEVEL THREE</b>	<p><b>(School Admin Level, DST, Peer Court, DCMT &amp; Possible SRO Referral)</b></p> <ol style="list-style-type: none"> <li>Repeated incidents of Level Two infractions and/or habitual disruption</li> <li>Behaviors targeting others or school property</li> </ol>	<ul style="list-style-type: none"> <li>Fighting (non-serious bodily injury, pushing, shoving, etc.)</li> <li>Possession/Use of Illegal Substances</li> <li>Possession of pornography or sexually explicit images</li> <li>Harassment or bullying (not targeted towards a protected class)</li> <li>Sexual Misbehavior</li> <li>Threats (Transient per CSTAG)</li> <li>Vandalism: Property damage greater than \$500</li> </ul>
<b>LEVEL FOUR</b>	<p><b>(School Admin Level, DCMT and SRO Involvement)</b></p> <ol style="list-style-type: none"> <li>Repeated incidents (habitual) of Level Three infractions</li> <li>Behaviors that cause legitimate and immediate physical and/or psychological safety concerns/issues to self or others</li> </ol>	<ul style="list-style-type: none"> <li>Harassment (against a protected class: gender, race, ethnicity, etc.)</li> <li>Distribution of pornography or sexually explicit images</li> <li>Distribution of Illegal Substances</li> <li>Threats (Serious/Very Serious Substantive per CSTAG)</li> <li>Possession of a Weapon</li> <li>Sexual Misconduct/Sexual Crimes</li> <li>Vandalism: Property Damage greater than \$1,000</li> </ul>
<b>LEVEL FIVE</b>	<p><b>(DCMT, SRO, and District Level Hearing)</b></p> <ol style="list-style-type: none"> <li>Substantial and dangerous conduct.</li> <li>Behaviors classified as expellable. (UCA 53G-8-205)</li> </ol>	<ul style="list-style-type: none"> <li>Causing Serious Bodily Injury (e.g., fighting, assaulting, etc.)</li> <li>Sexual Misconduct (chargeable offense)</li> <li>Possession of a firearm or other weapon with intent to harm</li> </ul>

## School Investigations

### 1. Importance of Investigator Training

- Courts expect schools to train staff in handling sexual assault and misconduct allegations (e.g., Jane Doe v. Forest Hills).
- Failure to train can lead to legal liability.

### 2. Key Investigation Requirements –

- Investigations must be fair, impartial, timely, and well-documented.
- Keep records: complaint, witness statements, final determination.
  - Both parties must have a chance to present their version of events.

### 3. Investigation Steps

#### Step 1: Receive the Complaint

- Accept verbal, written, or anonymous reports.
- Encourage written documentation and maintain confidentiality.

#### Step 2: Determine Scope

- Evaluate if investigation is warranted (e.g., harassment, misconduct).
- Consider interim protective measures.
- Create a detailed investigation plan (evidence, witnesses, timelines).

#### Step 3–5: Interview Process

- Complainant: Gather full details (“who, what, where, when, how, why”).
- Witnesses: Explain confidentiality, avoid leading questions, gather facts.
- Accused: Interview last, remain neutral, allow them to respond fully, identify any supporting evidence.

### 4. Interview Best Practices

- Be prepared, impartial, and respectful.
- Take accurate notes; record demeanor and direct quotes.
- Avoid judgment, coercion, or offering advice.

### 5. Final Determination

- Four possible outcomes:
1. Allegation sustained
  2. No evidence of wrongdoing
  3. Inconclusive
  4. Other misconduct found

### 6. Special Considerations

- Parental Notification: Required for threats of suicide, bullying, hazing, etc.
- Do NOT out LGBTQ students; report only what’s necessary.
- Use the CRIE response: Calmly, Respectfully, Informed, Equally.

#### *Where and When CSD Code of Conduct Applies*

- CSD Code of Conduct applies to incidents that occur as follows:
- in school and on school property during school hours,
  - before and after school, while on school property,
  - while traveling in vehicles funded by the CSD,
  - at all school-sponsored events regardless of the location,
  - at non-school events (examples needed of non-school events) when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

When misconduct involves communication, gestures, or expressive behavior, the behavior violation applies to oral, written, or electronic communications, including, but not limited to, texting, emailing, and social networking.

### Parent Notifications of Suspension & Due Process:

When suspending a student (including pending investigation or DCMT referral), a school administrator must contact the parent/legal guardian to ensure due process.

During the meeting:

- Explain the allegations and supporting evidence.
- Review possible disciplinary actions, supports, and the DCMT referral process.
- Provide both the student and parent/legal guardian the opportunity to submit a written response.
- If parents refuse, document this on the DCMT paperwork.

## General Suspension Procedure

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- 1) Consistent with state law, the Board of Education may suspend a student for up to one school year or delegate this authority to the superintendent or superintendent's designee. (See, [§53G-8-206](#)).
- 2) If a student has a qualified disability under the Individuals with Disabilities Education Improvement Act (IDEIA) or Section 504 of the Rehabilitation Act, separate procedures may apply based on procedural safeguards in federal law (IDEIA or Section 504). Students with qualified disabilities have certain rights regarding cumulative days of suspension. (Refer to Students with Qualified Disabilities.)
- 3) A student serving out-of-school suspension shall immediately leave the school building and the school grounds following a determination by the school and parent/legal guardian of the best way to transfer custody of the student to the parent/legal guardian or other person authorized by the parent/legal guardian or applicable law to accept custody of the student.
- 4) A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school.
- 5) Out-of-school suspensions are excused absences. The school administrator must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.
- 6) Except where suspension is required by state law (See, [§53G-8-205 \(2\)](#)), students in grades pre-kindergarten through second may not be assigned out-of-school suspensions. If a student in pre-kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff, the school administrator or designee may grant an exception and assign an emergency one-day in-school or out-of-school suspension when:
  - a) Prior to suspending a student, the School Performance Office is contacted;
  - b) The student's parent/legal guardian has been notified;
  - c) During the suspension, the school administrator or designee must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs

## Suspension Considerations

**Aggravating vs Mitigating Circumstances:** A Mitigating Circumstance refers to factors that may *reduce* the severity of the consequence. An Aggravating Circumstance refers to factors that may *increase* the severity of a consequence.

Examples of Aggravating Circumstances	Examples of Mitigating Circumstances
<ul style="list-style-type: none"> <li>● Fight/ violent act was planned.</li> <li>● Fight/ Infraction (bullying or harassment) was videotaped, shared on social media.</li> <li>● Prior infractions with consequences were ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>● Student is living in transition.</li> <li>● Student is living with proctor parents.</li> <li>● Student was a victim of abuse.</li> <li>● Student’s family dynamic has recently shifted.</li> <li>● Student has witnessed violence/drug use at home.</li> <li>● Student is facing food/ basic need insecurity.</li> <li>● Student has recently experienced a death/ loss of contact with a close family member.</li> </ul>
<ul style="list-style-type: none"> <li>● Clear evidence shows prior non-violent attempts to stop behavior were unsuccessful.</li> <li>● Higher number of previous intervention efforts have been documented.</li> <li>● Higher number of people affected by the behavior.</li> <li>● Separation of victim and aggressor is difficult due to specialized class or program placement (e.g: DLI, Resource).</li> </ul>	<ul style="list-style-type: none"> <li>● Student has a medical condition that makes them more vulnerable.</li> <li>● Clear evidence shows prior non-violent attempts to stop behavior (prior to their infraction) were unsuccessful.</li> <li>● Student has had no prior related disciplinary issues.</li> <li>● Student has a prior related disciplinary issue but is making progress with the current plan.</li> <li>● Student has recently moved and might be new to school, community, country. Cultural norms are being learned.</li> </ul>
<ul style="list-style-type: none"> <li>● Student shows no remorse for actions, despite being provided time to deescalate and reflect.</li> <li>● Victim is a member of a protected class.</li> <li>● Victim was unable to defend themselves due to a disability.</li> </ul>	<ul style="list-style-type: none"> <li>● It has been documented that the student has been a victim of bullying or harassment.</li> <li>● School has been unable to provide a non-violent or calm environment for the student: Their trauma is elevated as a result of the school environment.</li> <li>● Student’s involvement in a gang/social organization prevents them from being able to make significant behavioral changes in their current setting.</li> </ul>

**The following outline the behaviors that fall under each category:**

**Conduct for which a student shall** be suspended refers to behaviors that require suspension as a mandatory disciplinary response v. **Conduct for which a student may** be suspended refers to behaviors where suspension is permitted but not required.

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### Conduct for which a student **shall** be suspended

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A student **shall** be suspended and may be referred to DCMT or expelled from a public school for any serious violation that affects another student or staff member, or serious violation occurring in a school building, in or on school property, while traveling in school-funded or school-dispatched vehicles, or in conjunction with any school activity, including:

1. Possession, control, or use (actual or threatened) of a real weapon, explosive, or noxious/flammable material;
2. Use of violence or sexual misconduct (53G-8-205);
3. Use of a look-alike weapon intended to intimidate or to disrupt daily school activities;
4. Sale, control, or distribution of a drug or controlled substance, an imitation substance, or drug paraphernalia; or
5. An act involving force or threat of force if committed by an adult would be a felony or class A misdemeanor;
6. False report of an emergency at a school under Utah Criminal Code 76-9-202 (2)(d).

A student involved in a serious violation of 6.2.1 above, involving a real or look alike weapon, explosive, or flammable material shall be suspended and referred to DCMT for not less than one year.

\*Within 45 school days, the student and a parent/legal guardian shall appear before superintendent's designee, to determine return conditions, possible probation or placement in an alternative setting to ensure school safety

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### Conduct for which a student **may** be suspended

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A student **may** be suspended (including in-school suspension) for any of the following reasons:

1. Frequent or flagrant willful disobedience, defiance of property authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language;
2. Willful destruction or defacing of school property;
3. Behavior or threatened behavior which poses an immediate and significant threat to the welfare or safety of other students or school personnel or to the operation of the school;
4. Possession, control, or use of an alcoholic beverage;
5. Behavior that threatens harm to the school property, to a person associated with the school, or property associated with the person; or
6. Possession of pornographic material on school property
7. Any student conduct violation is listed as Level 3-5 behavior.

## Response Options

### Level 3: Short-term suspension and referral responses

These interventions shall involve removing a student from the school environment for up to three days due to the severity of the behavior. The duration of suspension, if issued, should be as limited as practicable while still adequately addressing the behavior.

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| <ul style="list-style-type: none"> <li>• Consultation with Student &amp; Family Resources Department</li> <li>• Parent or guardian notification</li> <li>• Suspension (1-3 days)</li> <li>• Supportive approaches including formal conferencing, conflict solution, and/or community reintegration planning</li> <li>• Development of or revision to student support team plan</li> <li>• Referral to a credit recovery program</li> <li>• Referral to IEP team or 504 team for manifestation determination</li> </ul> | <ul style="list-style-type: none"> <li>• Consideration of IEP or 504 plan review</li> <li>• Consideration of FBA/BIP</li> <li>• Referral to substance abuse counseling</li> <li>• District EA or LS courses</li> <li>• Behavior Contract for students with disabilities if beyond the 10-day limit</li> <li>• Remote Learning</li> </ul> |
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### Level 4: Long-term suspension and referral responses

These interventions shall involve removing a student from the school environment for a period reengaging between 4-10 school days due to the severity of the behavior. The behavior often falls under the Safe Schools policy found in policy 500.2.

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| <ul style="list-style-type: none"> <li>• Consultation with Student &amp; Family Resources Department</li> <li>• Parent or guardian notification</li> <li>• Suspension (4 to 10 days)</li> <li>• Referral to IEP team or 504 team for manifestation determination</li> <li>• Development of or revision to student support team plan</li> <li>• Referral to a credit recovery program</li> <li>• Referral to substance abuse counseling</li> </ul> | <ul style="list-style-type: none"> <li>• Consideration of IEP or 504 plan review</li> <li>• Consideration of FBA/BIP</li> <li>• Referral to law enforcement</li> <li>• Referral to appropriate community organization (e.g., mentoring programs)</li> <li>• Behavior Contract</li> <li>• Referral to DCMT</li> <li>• Remote Learning</li> </ul> |
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### Level 5: Extended Suspension, Expulsion and referral responses

These interventions shall involve removing a student from a school environment due to the severity of the behavior and may involve a change of educational services by placing them in an alternative setting that provides structure to address the behavior. The focus is to maintain a safe school community and end behavior harmful to the student or others.

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|--|---|
| <ul style="list-style-type: none"> <li>• Consultation with Student &amp; Family Resources Department</li> <li>• Parent or guardian notification</li> <li>• Refer to Law Enforcement, and/or community reintegration planning</li> <li>• Referral to IEP team or 504 team for manifestation determination for students with disabilities</li> <li>• Consultation with Student &amp; Family Resources Department</li> <li>• Suspension (11 to 44 days)</li> <li>• Remote Learning</li> </ul> | <ul style="list-style-type: none"> <li>• Development of FBA and BIP</li> <li>• Development of or revision to student support team plan</li> <li>• Supportive approaches (e.g. formal conferencing, conflict resolution)</li> <li>• Revision of IEP or 504 plan as needed for students</li> <li>• Alternative educational setting by the Student and Family Resources Department</li> <li>• Referral to substance abuse counseling</li> <li>• Referral to DCMT</li> <li>• Expulsion</li> </ul> |
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**Comprehensive School Threat Assessment  
CSTAG Quick Reference (2025)**

Threat assessment is (1) Identification (2) Assessment (3) Intervention  
*No two threats are the same. These are guidelines.*

<p>CSTAG is prevention of violence. CSTAG is a problem-solving approach.</p> <p align="center" style="border: 1px solid black; padding: 5px;">VS</p> <p>CSTAG attempts to resolve the threat. CSTAG is used to assess threat to harm others. CSTAG is concerned with prevention of future violent behavior.</p>	<p>CSTAG is not a response to violence. CSTAG is not a disciplinary response.</p> <p>CSTAG is a threat intervention strategy. Used to assess threats to self. Discipline is concerned with consequences for past behavior.</p>
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*Threat assessment informs the disciplinary process. It doesn't determine the discipline.  
If violence has already occurred, then a crisis response is the necessary approach.*

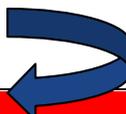
<b>Threat Indicators</b>	
Possible indicators that make a threat less probable	Possible indicators that make a threat more considerable
<p>The student was young and not capable. The threat was not realistic. The threat seemed a momentary expression of anger or sarcasm. The student apologized and retracted the threat.</p>	<p>The student seemed capable. The threat seemed actionable. The student seemed to have serious intent or was evasive about intentions. The student refused to apologize or retract the threat.</p>

**Threat assessment is a team approach. What is your team's CSTAG flow?**

Who is on your school team?	
How are decisions made?	
When do you meet?	
How do you communicate?	
What is each person's role/duty?	

<p><b>The goal of threat assessment is to resolve the threat.</b> When evaluating a threat use the <u>Standard Initial Interview Questions</u> Build rapport; ask non-leading and open-ended questions.</p> <ol style="list-style-type: none"> <li>1. <i>What happened today when you were [place of the incident]?</i></li> <li>2. <i>What exactly did you say or do?</i></li> <li>3. <i>What did you mean when you said/did that?</i></li> <li>4. <i>How do you think [person threatened] feels about what you said?</i></li> <li>5. <i>What was the reason you said that?</i></li> <li>6. <i>What are you going to do now?</i></li> </ol> <p>We want to assess:</p> <ul style="list-style-type: none"> <li>● Student's intent?</li> <li>● If the student can take another's perspective?</li> </ul> <p>And if they plan to carry out the threat? support that determination.</p>	<p><b><u>Eight CSTAG Forms</u></b></p> <ul style="list-style-type: none"> <li>· Threat Report.</li> <li>· Initial Interviews (subject, target, witness).</li> <li>· Key Observations.</li> <li>· Observations Suggesting Need for Intervention.</li> <li>· Threat Response/Safety Plan.</li> <li>· Threat Outcome Summary.</li> <li>· Safety Planning Interviews (subject, parent, teachers, staff).</li> <li>· Safety Assessment Report.</li> </ul> <p>The level of detail needed for each form varies based on the threat classification and factors specific to that case. Keep in mind that some behavior is so trivial that it would not warrant a threat assessment meaning no documentation is needed; however, if there is sufficient concern by someone to warrant an assessment and it is determined not to be a threat, you would document the rationale and data to support that determination.</p>
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The classification informs the process that we follow - we don't categorize students.

<b>1st</b>	<b>Evaluate the threat.</b>	Forms	<b>No threat:</b>
<p>Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?</p>		<ul style="list-style-type: none"> <li>Threat Report.</li> <li>Interview Report (6 questions).</li> </ul>	<p>No threat? You are done with CSTAG. Call parent to indicate the investigation. You may still need to provide supports to the student based on what you discover in your investigation.</p> <p>Yes, there is a threat? </p>
<b>2nd</b>	<b>Attempt to resolve as Transient Threat.</b>	Forms	<b>Transient Threat:</b>
<p>Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?</p>		<ul style="list-style-type: none"> <li>Threat Report.</li> <li>Interview Report.</li> <li>Key Observations.</li> </ul>	<p>A threat was expressed but there is no risk of it being carried out. Call parent. Provide supports to student using the Key Observations Form.</p> <p>You can't resolve the threat? </p>
<b>3rd</b>	<b>Respond to a Serious Substantive Threat</b>	Forms	<b>Serious Substantive Threat</b>
<p>This is a serious threat with intent to harm, not easily resolved and protective actions is needed.</p> <p>For all serious substantive threats:          -Take precautions to protect potential victims.          -Warn intended victim and parents.          -Look for ways to resolve conflict.</p> <p><i>Discipline student, when appropriate but the CSTAG is not the discipline response.</i></p>		<ul style="list-style-type: none"> <li>Threat Report.</li> <li>Interview Report.</li> <li>Key Observations.</li> <li>Observations Needing Intervention.</li> <li>Threat Response/ Safety Plan.</li> </ul>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>Specific and actionable.</li> <li>Threat is repeated over time.</li> <li>Threat reported as a plan.</li> <li>Accomplice, recruitment, or audience.</li> <li>Evidence of plans (lists etc.)</li> <li>Reference the <a href="#">Levels of Student Behavior and Progressive Intervention</a>.</li> </ul> <p>Is the threat to shoot, kill, stab, rape? Is there a weapon? </p>
<b>4th</b>	<b>Safety Planning Interview</b>	Forms	<b>Very Serious Substantive Threat</b>
<p>Screen student for mental health services and counseling; refer as needed.</p> <p>Law enforcement investigation for evidence of planning and preparation, criminal activity.</p> <p>Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible.</p>		<ul style="list-style-type: none"> <li>Threat Report.</li> <li>Interview Report.</li> <li>Key observations.</li> <li>Observations Needing Intervention.</li> <li>Threat Response/ Safety Plan.</li> <li>Safety Planning Interview.</li> <li>Consider a Behavior Support Plan.</li> </ul>	<p>Generally completed by team member with mental health background.</p> <ul style="list-style-type: none"> <li>-Identifying information.</li> <li>-Reason for the referral.</li> <li>-Sources of information.</li> <li>-Major findings. Risk/protective factors.</li> <li>-Conclusions: Recommendations to reduce the risk of violence.</li> <li>Reference the <a href="#">Levels of Student Behavior and Progressive Intervention</a></li> </ul>
<b>5th</b>	<b>Implement and monitor the plan</b>		
<ul style="list-style-type: none"> <li>Develop a Case Plan as result of the Safety Planning Interview with CSTAG team.</li> <li>Consider a Behavior Support Plan</li> </ul>			<p>Document the plan.</p> <ul style="list-style-type: none"> <li>Maintain contact with the student.</li> <li>Monitor whether plan is working and revise as needed.</li> <li>Use your CSTAG team for regular updates.</li> </ul> 

Category	Criteria	Who	Forms	Permission	Discipline Dashboard Documentation
No Threat	False rumor	Administration	<ul style="list-style-type: none"> <li>Threat Report.</li> <li>Interview Report.</li> <li>Forms go into Red Folder in Principal's Office.</li> </ul>	None, but need to call parent after investigation.	<ul style="list-style-type: none"> <li>Document MINOR in Discipline Dashboard.</li> <li>Type of Offense= Add "GENERAL NOTE."</li> <li>ACTION=Parent Contact.</li> </ul>
Transient	Expression of anger. Easily resolved No intent to harm	Administration.  Determine classification with at least one other team member.	<ul style="list-style-type: none"> <li>Threat report.</li> <li>Interview report.</li> <li>Key Observations.</li> <li>Forms go into Red Folder in Principal's Office.</li> </ul>	None, call parent. Provide student support where needed.	<ul style="list-style-type: none"> <li>Document OFFICE REFERRAL in Discipline Dashboard.</li> <li>Type of Offense= TRANSIENT THREAT.</li> <li>ACTION=CSTAG Threat Assessment.</li> </ul>
Serious Substantive	Evasive Intent to fight	Administration.  Determine classification with at least one other team member.  Possible referral to DCMT.	<ul style="list-style-type: none"> <li>Threat Report.</li> <li>Interview Report.</li> <li>Key Observations.</li> <li>Observations Needing Intervention.</li> <li>Threat Response/ Safety Plan.</li> <li>Forms go into Red Folder in Principal's Office.</li> </ul>	None, call parent. Provide student support where needed.	<ul style="list-style-type: none"> <li>Document OFFICE REFERRAL in Discipline Dashboard.</li> <li>Type of Offense =THREAT SERIOUS SUBSTANTIVE.</li> <li>Action=CSTAG Threat Assessment.</li> <li>If referred for Safety Planning Interview, then add action=CSTAG Threat Assessment and use comments to indicate referred for "Safety Planning Interview and with whom."</li> <li>Wellness Staff will document in SEL Dashboard-and provide team with Safety Planning Report.</li> </ul>
Very Serious Substantive	Intent to shoot, stab, kill, rape. Reference or implied weapon.	Administration.  Determine classification with at least one other team member.  Law enforcement notified.  Refer to DCMT	<ul style="list-style-type: none"> <li>Threat report.</li> <li>Interview report.</li> <li>Key Observations.</li> <li>Observations Needing Intervention.</li> <li>Threat Response/ Safety Plan.</li> <li>Safety Planning Interview.</li> <li>Consider Behavior Support Plan.</li> <li>Forms go into Red Folder in Principal's Office.</li> </ul>	Safety Planning Interview requires parent permission.  Searches are conducted by law enforcement or admin.	<ul style="list-style-type: none"> <li>Document OFFICE REFERRAL in Discipline Dashboard.</li> <li>Type of Offense=THREAT VERY SERIOUS SUBSTANTIVE.</li> <li>Action=CSTAG THREAT ASSESSMENT.</li> <li>Add action=CSTAG Threat Assessment and use comments to indicate referred for "Safety Planning Interview and with whom."</li> <li>Wellness Staff will document in SEL Dashboard and provide team a Safety Planning Report.</li> </ul>

*Following recognized standards, reasonable decisions made with the CSTAG model, and your record keeping is your liability protection.*

For referral consultation to District Case Management Team (DCMT) reference the [Levels of Student Behavior and Progressive Intervention](#) and contact Nicole Svee-Maughn 385-296-4036 [DCMT Admin Process](#)

## Possible DCMT Outcomes

1. Return to school of record with supports
2. Return to School with Conditions

Examples:

- No-contact orders (e.g., stay away from specific students)
- Safety plans or behavior contracts
- Check-ins with a counselor or administrator
- Restricted schedules or limited class changes

3. Placement in an Alternative Education Setting

Short-term or long-term placement in the district- run Youth Academy Setting

4. Home Instruction or Interim Services

Temporarily removed from the school while awaiting services or awaiting a placement such as Home and Hospital or Canyons Virtual Academy (CVA)

5. Placement in an alternative school if victim attends home school and it meets threshold for decision making

6. Expulsion or Long-Term Suspension

- Rare and usually reserved for extreme safety threats or repeated serious behavior
- Often requires a formal hearing

## Possible Supports Offered

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Conflict Mediation/Restorative Circle (work to repair harm)</li> <li>• Student Wellness Team Supports (psychologist/social worker/counselor, nurse, behavioral specialists, etc.)</li> <li>• School Based Mental Health Supports (Hopeful Beginnings, Project Connections, Odyssey House, and/or Lori Hunt)</li> <li>• Support from Choose Gang Free</li> <li>• Canyons Family Center</li> <li>• Online skills based modules</li> <li>• Anger Management</li> </ul> | <ul style="list-style-type: none"> <li>• Emotional Regulation</li> <li>• Respectful words and kindness</li> <li>• Substance Use</li> <li>• Mentors</li> <li>• Supervision/Safety plan</li> <li>• Longer Suspension with restorative reinstatement meeting</li> <li>• Partial schedule</li> <li>• Outside mental health supports</li> <li>• Referral to Juvenile Justice Youth Services</li> <li>• Reintegration Plan</li> </ul> |
|--|---|

\*Please note that this list is not exhaustive and depending on the individual situation and timing, there may be parameters that limit or expand options.

## Terminology & Definitions

**504 Manifestation occurs** if a student is removed from their current placement and: The removal of the student is for more than ten (10) consecutive school days, including shortened school days; or the student has been subjected to a series of removals including shortened school days that total more than ten (10) school days in a school year. (USBE SpEd Rules V.D.1)

**504 Section 504 of the Rehabilitation Act of 1973** is a national law that protects qualified individuals from discrimination based on their disability.

**Academic dishonesty** is any form of dishonest academic behavior including unauthorized collaboration, cheating, plagiarism, fraudulent misrepresentation, or falsifying documents.

**Americans with Disabilities Act (ADA)** is a law that protects people with disabilities in many areas of public life.

**Antecedent, Behavior, Consequences (ABC)** is a behavioral tool used to identify patterns in behavior by recording what happens **before** (Antecedent), the **behavior** itself, and what happens **after** (Consequence). It helps determine the cause or purpose of a behavior, guiding effective interventions and support strategies.

**Behavior Intervention Plan (BIP)** is an individualized plan within a student's educational program or IEP (Individualized Education Plan) designed to address behavior that interferes with the student's learning or that of others and behaviors that are inconsistent with school expectations, based on the results of a functional behavior assessment (FBA). USBE SpEd (Special Education) Rules I.6)

**Behavioral/Emotional Crisis** is a situation in which a person's repertoire of coping skills and/or capacity is overwhelmed, leading to less control over their actions and escalation to a state in which their behavior poses a significant safety risk to themselves and/or others.  
(USBE LRBI TA Manual)

**Canyons Family Center (CFS)** provides collaborative, creative, and cooperative courses and other counseling services that help families of all kinds—and with all kinds of challenges—discover gentle and genuine avenues to assist each other, connect with each other and learn from each other.

**Civil Rights Data Collection (CRDC)** - a mandatory survey of all public school districts and schools in the 50 states, Washington, D.C., and the Commonwealth of Puerto Rico.

**Complainant** - a person alleged to have been subjected to conduct that could constitute discrimination or harassment. There may be more than one complainant to a complaint.

**Comprehensive School Threat Assessment Guide (CSTAG)** is a proactive, evidence-based process used to identify, assess, and manage potential threats of violence or harm in schools.

**Contact, Consult, Plan (CCP)** - strategy used by administrators to collaborate with student services and Office of Equal Opportunity on the best approach and measures to use for incidents happening in the school. Administrators shall use a CCP approach for those areas identified in the Code of Conduct.

**Controlled Substance** - a drug or other substance that cannot be distributed without a prescription, identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act (21 USC section 812(c) and USBE SpEd Rules V.E.5.b)

**Data Dashboard** refers to an interactive digital platform that aggregates and visualizes key academic, behavioral, attendance, and equity indicators for students at both the district and individual school levels.

**Digital Citizenship Strategies** - A comprehensive approach to promoting responsible, ethical, and safe use of digital technologies. It includes, but is not limited to, internet safety, managing digital reputation, protecting privacy and security, fostering respectful digital relationships, and preventing or addressing cyberbullying.

**Disciplinary measures** - sanctions that impose corrective action for misconduct, including but not limited to, school suspension, removals from class, bus, or school activities, including extracurricular activities the Respondent is involved in. Disciplinary measures are intended to prevent prohibited conduct from recurring. As applied to this Policy, disciplinary measures are those sanctions taken against a Respondent where the investigation results in a finding of a violation of this Policy

**Disciplinary Removal** is a response to student problem behavior in which the student is removed from or prevented from accessing some part of their educational setting. (USBE LRBI TA Manual)

**District Case Management Team (DCMT)** -a district-based problem-solving team consisting of student services personnel, administrator(s), special education personnel, clinicians, and other appropriate individuals that meet weekly to discuss school discipline incidents and support structures for individual students who may need additional interventions.

**District Support Team (DST)** is a group of specialists from each academic department. It is not a disciplinary committee. The team has been tasked to review ongoing student behavioral/social emotional needs to provide interdepartmental collaborative support.

**Division of Child and Family Services (DCFS)** - a branch of the Department of Human Services that is responsible for child abuse prevention, protection, foster care, and adoption programs. Public employees are considered mandatory reporters and are expected to report any knowledge of child abuse to DCFS.

**Due Process** - identified in policy 500.02-2 when school/district personnel inform the student of allegations against him/her and are provided the student an opportunity to present a written explanation of his/her version of the incident. School/district personnel shall also notify custodial parent(s) of allegations without delay.

**Educational Awareness (EA) Courses** are a supportive approach to engage students in learning about and correcting inappropriate behaviors at school and in the community.

**Expulsion** - removal from the school with no educational services provided.

**Family Advocate (FA)** - a professional that works in the school alongside the counselor to provide additional support for students and families in need.

**Functional Behavior Assessment (FBA)** is a systematic process used to understand the function and purpose of a student's specific, interfering behavior and factors that contribute to the behavior's occurrence and non-occurrence. (USBE SpEd Rules I.21) The results help create strategies to support positive behavior.

**Gang** - ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, which has a unique name or identifiable signs, symbols, or marks and whose members individually or collectively engage in criminal or violent behavior to persons or property, or who create an unreasonable or substantial disruption or risk of disruption of a class, activity, program, or function of school.

**Habitual Truancy** - when a student is absent (truant) without a valid excuse for 20 or more school days.

**Individuals with Disabilities Education Act (IDEA)** - Individuals with Disabilities Education Act (IDEA) is a law that makes available free appropriate public education to eligible children with disabilities nation-wide and ensures special education and related services to those children.

**Harassment and Discrimination Reporting System (HDRS)** is a central reporting and management system through which all complaints of harassment and discrimination will be filed and recorded with the Office of Equal Opportunity.

**Individualized Education Program (IEP)** - A legal plan for students with disabilities that outlines their learning goals, services, and supports to ensure they receive an appropriate education tailored to their needs or a written statement for each student with a disability that is developed, reviewed, and revised in a meeting. The IEP is designed to meet the student's unique needs based on their disability, and prepare them for further education, employment, and independent living.

**Least Restrictive Behavioral Interventions (LRBI)** promote positive behaviors while preventing negative or risky behaviors; and create a safe learning environment that enhances all student outcomes using effective, ethical, and evidence-based practice and techniques.

**Least Restrictive Environment (LRE)** - to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (USBE SpEd Rules I.31)

**Local Education Agency (LEA)** - the Utah school districts, the Utah Schools for the Deaf and Blind (USDB), and all Utah public charter schools that are established under State law that are not schools of an LEA. (USBE SpEd Rules)

**Manifestation Determination Review (504)** - with regard to a student with a disability served under Section 504 of the Rehabilitation Act of 1973, is an evaluation required prior to a significant change in placement due to a disciplinary removal, to determine whether a student's behavior was caused by, or had a direct and substantial relationship to, the student's disability. (USBE LRBI TA Manual)

**Manifestation Determination Review (IDEA)** - with regard to a student with a disability served under the IDEA, is the decision as to whether the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or if the conduct in question was the direct result of the LEA's failure to implement the child's IEP, including a BIP if required by the IEP. (USBE LRBI TA Manual)

**Multi-Tiered System of Supports (MTSS)** - a three-tiered school-wide framework for implementing appropriate instruction and intervention for all students. Tier 1 represents instruction provided to all students. As you go up the tiers, the intensity and individualization of intervention increases to match student needs.

**Multi-Tiered System of Supports Team** - a school-based problem-solving team that focuses on school-wide issues of behavior, attendance, and student-well-being. It should consist of: administrator(s), counselor(s), general education and special education teachers, school psychologist, and other appropriate individuals. The team should meet at least monthly and use school-wide data (e.g., discipline, attendance, climate) to improve practices done school-wide such as PBIS, supportive practices, and attendance practices.

**ODR** - Office Discipline Referral

**Positive behavioral interventions and supports (PBIS)** - a schoolwide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students

**Professional Learning Community (PLC Team)** is a team of educators who collaborate regularly to improve teaching practices and student learning through shared goals, data analysis, and continuous improvement.

**Reasonable suspicion** - a particularized and objective basis, supported by objective and articulable facts leading the searcher to believe that there is a moderate chance of finding evidence of wrongdoing. Reasonableness considers the totality of the circumstances including such factors as the scope and manner of the intrusion, the justification for the search, the nature of the infraction, the place where the search is conducted, the student's age, history and school record, the prevalence and seriousness of the problem in the school, the exigency requiring the search without delay, the reliability of the information used as a justification for the search, and the school official's prior experience with the student. The search shall be reasonable both in inception of the search and the scope of the search.

**Remote Learning** is assigned when either a student or school climate will benefit from the student physically not being present in a traditional classroom environment. Educational services are then given through technologies or supplemental instruction from a licensed adult mentor.

**Retaliation** - any form of sanction or adverse treatment, including but not limited to intimidation, reprisal, or harassment of any individual because that individual has asserted, or assisted another individual to assert, a complaint in either a formal or informal manner with the District or with any state or federal agency; or has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing related to a complaint.

**School Resource Officer (SRO)** - law enforcement authority officers working under direct supervision and in the employment of police or law enforcement, as opposed to under the supervision of a public education agency. Law enforcement authorities have received police officer training and are acting in that capacity.

**Serious bodily injury** refers to bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. Serious bodily injury does not include a cut, abrasion, bruise, burn, disfigurement, physical pain, illness, or impairment of the function of a bodily member, organ or mental faculty that is temporary. (USBE SpEd Rules V.E.5.c)

**Sextortion** is the practice of soliciting nude images or videos of someone and then demanding money, additional images, or threatening to distribute images if demands are not met.

**Special Circumstances (IDEA) School** personnel may remove a student with a disability to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student: (1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of the USBE or DSD; (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the USBE or DSD; or (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the USBE or DSD. (USBE SpEd Rules V.E.5)

**Student Support Team (SST)** - A collaborative group made up of wellness staff, administrators, and other key school personnel who work together to support students' social, emotional, academic, and behavioral needs. The SST meets regularly to identify student concerns, develop individualized support plans, and coordinate referrals to internal or external services as needed.

**Student Wellness Services (SWS)** provides prevention, intervention, and post-vention support for students, families, teachers and administrators. Staff offer equitable resources to address barriers to wellness and achievement, using a whole child approach to promote school safety, climate, and success.

**Substance Abuse Subtle Screening Inventory (SASSI)** a substance abuse screener that helps identify if a student has a high probability of having a substance abuse disorder.

**Retaliation** - any form of sanction or adverse treatment, including but not limited to intimidation, reprisal, or harassment of any individual because that individual has asserted, or assisted another individual to assert, a complaint in either a formal or informal manner with the District or with any state or federal agency; or has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing related to a complaint.

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**Substance Abuse Subtle Screening Inventory (SASSI)** a substance abuse screener that helps identify if a student has a high probability of having a substance abuse disorder.

**Supportive Practices** is an approach to behavior and discipline that provides students with an intentional, inclusive, and respectful way of thinking about, talking about, and responding to behavioral issues. When integrated in a school community, supportive practices help to promote positive relationships, build and repair those relationships, prioritize student agency, and de-emphasize punitive discipline in favor of communication to resolve conflict. "Supportive measures" are an example of supportive practices intended to support the person harmed by the conduct but can also be used to educate the person engaging in the harm.

**Suspension** is a temporary (10 consecutive school days or less) interruption of District services and activities. A student who is suspended may, at the school administrator's discretion, have access to homework, tests, and other schoolwork through a home study program, but will not be allowed to attend classes or participate in any school or District activities during the period of suspension.

**Trauma-informed practice** - a strengths-based service delivery approach grounded in an understanding of and responsiveness to the impact of trauma, emphasizing physical, psychological, and emotional safety for both 5S-100 Student Conduct and Discipline Page 27 of 28 offenders and victims, and creating opportunities for victims to rebuild a sense of control and empowerment.

**Truancy** - when a student is absent for at least half of the school day without a valid excuse.

**Unexcused Absence** - when a student is absent for less than half of the school day without a valid excuse.

**Weapon** - shall include firearms (as defined above), as well as any substance or object which, when combined with the conduct or intent of its possession or with the circumstances in which it is being used, attempted to be used or threatened to be used, is capable of or does in fact, harm, intimidate, threaten, or harass a person or those persons in the vicinity of its possessor.

**Youth Academy (YA)** is a short-term, therapeutic program in Canyons District that supports K-12 students with academic, social, or emotional challenges, helping them transition successfully back to school.