

## **Vista School Board Meeting**

**January 25, 2024 Agenda**

**Location: 585 East Center, Ivins, UT 84738**

**Webex Link: <https://www.vistautah.com/board/board-meeting-live-stream/>**

**Board members present:**

**Others present:**

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**CALL TO ORDER:** Welcome and Introductions - Michelle Walter

**APPROVAL OF MINUTES**

**PUBLIC COMMENTS**

**BOARD CALENDAR**

Next Board Meeting - February 22nd @ 6 pm, training at 5:30

**REPORTS**

Director's Report - Justin Blasko

100 Day Plan

Enrollment and Lottery Update

Academic Progress

Faculty/Staff Changes

School Safety Report

Upcoming and Past Events

Financial Report - Troy Bradshaw

Committee Reports (Finance, Audit, Governance)

**DISCUSSION/ACTION ITEMS**

Board Retreat

Bullying, Cyber Bullying, Harassment, Hazing & Retaliation Policy Revision

Grievance Policy

**COMMENTS FROM THE ADMINISTRATION TEAM**

**CLOSED SESSION** for reasons stated in Utah Code 54-4-204 to review the competency or character of an individual.

# 4 SIMPLE STEPS TO A MEDICATION-SAFE HOME

As a parent, you do everything you can to keep your children safe. You cover electrical outlets when they start to crawl. You give them bicycle helmets when they learn to ride. You talk about what to do if a stranger approaches them in public. You do these things not because you believe something will happen, but because if anything goes wrong they are much less likely to be seriously hurt.

The same goes for something most of us have in our homes: over-the-counter and prescription medications. Medications can be helpful when used according to the directions on the label, but they can become deadly if someone takes too much—on purpose or by accident—or uses a medication prescribed for someone else.



## The risks to children under 5

More children are brought to the emergency room each year for potential medication poisoning than for car accidents. Most of them took medication when their caregiver wasn't looking.



## The risks to preteens and adolescents

Medication overdoses—of both over-the-counter and prescription medications—are the most common method of attempting suicide and the third most common cause of suicide death.

*These simple steps will help protect your children from serious harm.*

# 1 TALK WITH YOUR KIDS ABOUT MEDICATION SAFETY



Just like you teach your 6-year-old to look both ways before they cross the street and sit your teen down to talk about drinking, you need to teach your children how to use medicines safely.

### Key points for kids under 10

- Medications should be used only when they are needed.
- Adults are in charge of giving you medication when you need it.
- You should never take medication given to you by someone other than your caregivers.

### Key points for teens and tweens

- If they take over-the-counter or prescription medications on their own, they should take them only when they need to and follow the directions on the label. Read dosing amounts and timing together to make sure they understand the correct dose and how often they can safely take it.

## 2 KEEP ONLY SMALL AMOUNTS ON HAND



- A lot of over-the-counter medications, which are safe when used as directed, can become lethal in larger amounts—and those amounts may be smaller than you realize.
- Buy and keep small bottles on hand. If you need to buy in bulk, lock up most of the medication and keep only a small supply on hand. Your pediatrician or pharmacist can advise you on safe amounts.

## 3 LOCK UP MEDICATIONS



- Make sure safety caps are properly closed.
- Keep all medications locked away and out of sight so you can be in charge of when and how much your children take.
- Use a cash box or other lockable container. Local health departments sometimes give away lockboxes for free.
- Throw out expired medications or leftover prescriptions you no longer need. Many police departments and pharmacies have drop boxes for old or unused meds.

## 4 TALK WITH YOUR CHILDREN ABOUT MENTAL HEALTH



Medication safety is important for all families, but it is especially important when you are concerned your child is struggling with their mental health.

Talk with your children about mental health. If you are concerned about them, ask directly if they have thought about harming themselves and reach out to a health-care provider you trust. It can be scary to start these conversations, but it gets easier with time and practice. Here are two guides for starting potentially lifesaving conversations:

- 10 Tips for Talking to Your Teen About Mental Health



- How to Ask Someone If They Are Thinking About Suicide



The Jed Foundation (JED) is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults, giving them the skills and support they need to thrive today—and tomorrow.

Visit us at [jedfoundation.org](https://jedfoundation.org)



The Jed Foundation

# 2024-2025 Calendar

Membership Days 180

Copy From Track

Save

July 2024

S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024

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September 2024

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29	30					

October 2024

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November 2024

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December 2024

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January 2025

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June 2025

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29	30					

Terms **Events** Cycle Periods  Show All

Always Show

Click a date on the calendar to add an event.

- Legal Holiday** 4  N
- Staff In-Service** 5  M
- Minimum Day** 41  A  M
- Pupil Holiday** 21  N
- Teacher Work Day**  N

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Terms Events Cycle Periods  Show All

Always Show

Term 1 47 Aug 12, 2024 - Oct 16, 2024

Term 2 42 Oct 17, 2024 - Dec 20, 2024

Term 3 43 Dec 21, 2024 - Mar 7, 2025

Term 4 48 Mar 8, 2025 - May 23, 2025



Year

Semester 1

Semester 2

Term 1

Term 2

Term 3

Term 4

## 2023-24 School Year

	Enrolled January 2023	2023-24 Target	Enrollment January 2024	Waitlist January 2024
Kindergarten	85	100	93	0
1st Grade	102	104	105	0
2nd Grade	106	108	103	0
3rd Grade	110	112	113	11
4th Grade	116	116	117	13
5th Grade	122	120	116	14
6th Grade	148	145	140	0
7th Grade	129	145	136	0
8th Grade	114	128	116	0
9th Grade	82	90	70	0
<b>Total</b>	<b>1114</b>	<b>1168</b>	<b>1109</b>	<b>38</b>

Grade	Teacher	(Goal) Actual / Available	Notes:
1st	Esparza AM	(26) 26	
1st	Esparza PM	(26) 26	
1st	Taylor AM	(26) 26	
1st	Taylor PM	(26) 26	
2nd	Wilson AM	(26) 26	Wilson -wanted 27 in AM and 25 in PM
2nd	Wilson PM	(26) 25	
2nd	Hansen AM	(26) 26	
2nd	Hansen PM	(26) 25	
3rd	Anderson AM	(28) 29	Ended up with 29 in AM and 27 in PM
3rd	Anderson PM	(28) 27	

3rd	Smith AM	(28) 25	w/ 2 sped joining in			
3rd	Smith PM	(28) 29	Ended up with 25 AM w/ 2 sped and 29 PM			
4th	Thornley AM	(28) 27			11/29 Mason Ursenbach going on c	
4th	Thornley PM	(28) 28				
4th	Yunker AM	(28) 27	Over enrollment w/ 3 sped joining in - Yunker wanted 30 in AM and 27 in PM			
4th	Yunker PM	(28) 27				
5th	Jones AM	(28) 28				
5th	Jones PM	(28) 28			10/9 made aware that Jillian Allen v	
5th	Dinnel AM	(28) 27				
5th	Dinnel PM	(28) 30	Over enrollment - Dinnel ended up with 27 in AM and 30 in PM			

## Vista School

# Profit & Loss Budget Overview

### July through December 2023

	<u>Jul - Dec 23</u>	<u>Budget</u>	<u>\$ Over Budget</u>	<u>% of Budget</u>
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
1000 · Local Revenue	642,406.96	584,934.22	57,472.74	109.83%
3000 · State Revenue	5,741,760.27	11,223,793.45	-5,482,033.18	51.16%
4000 · Federal Revenue	223,276.99	1,356,730.90	-1,133,453.91	0.16
<b>Total Income</b>	<u>6,607,444.22</u>	<u>13,165,458.57</u>	<u>-6,558,014.35</u>	<u>0.50</u>
<b>Gross Profit</b>	6,607,444.22	13,165,458.57	-6,558,014.35	50.19%
<b>Expense</b>				
10 · INSTRUCTION	3,267,360.34	6,728,585.86	-3,461,225.52	48.56%
21 · STUDENT SUPPORT SERVICES	180,841.81	397,814.79	-216,972.98	45.46%
22 · SUPPORT SERV. INSTR. STAFF	57,672.98	251,768.40	-194,095.42	22.91%
23 · SUPPORT SERVICES-BOARD	9,185.00	10,000.00	-815.00	91.85%
24 · SUPPORT SERV. ADMINISTRATION	338,388.04	800,381.94	-461,993.90	42.28%
25 · SUPPORT SERV. CENTRAL	232,437.71	540,998.07	-308,560.36	42.97%
26 · SUPPORT SERV. OPER. & MAINT.	272,713.85	607,055.82	-334,341.97	44.92%
27 · STUDENT TRANSPORTATION	38,628.47	91,416.46	-52,787.99	42.26%
31 · FOOD SERVICES LUNCH	159,905.04	469,330.95	-309,425.91	34.07%
33 · After School Program	71,907.82	62,835.34	9,072.48	114.44%
45 · BLDG AQUISITION & CONSTRUCTION	507,866.75	1,211,616.58	-703,749.83	41.92%
51 · Debt Service	1,270,726.75	1,678,246.66	-407,519.91	75.72%
<b>Total Expense</b>	<u>6,407,634.56</u>	<u>12,850,050.87</u>	<u>-6,442,416.31</u>	<u>49.87%</u>
<b>Net Ordinary Income</b>	<u>199,809.66</u>	<u>315,407.70</u>	<u>-115,598.04</u>	<u>63.35%</u>
<b>Net Income</b>	<u><u>199,809.66</u></u>	<u><u>315,407.70</u></u>	<u><u>-115,598.04</u></u>	<u><u>63.35%</u></u>
<b>Big expenses for Jan</b>				
--Hughes	65,000.00			
--Carpets Plus	105,000.00			
<b>Total</b>	<u>\$ 170,000.00</u>			

# Side Effects of Social Media



# Social Media Side Effects

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**Active ingredients:** Connection, community, good feels, humor, information, fake news, cruelty, insults, emotional turmoil.

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**Uses:** ■ connect with friends, family ■ communicate ■ offer and gain support  
■ build relationships ■ share inspiring stories ■ find community ■ plan together ■ gain information ■ share photos, videos ■ promote work ■ create

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**Warnings -- May cause:**

■ Sleep disruption, daytime drowsiness ■ Inattentiveness ■ Diminished feelings of accomplishment ■ Fear of Missing Out (FOMO) ■ Feelings of inadequacy  
■ Feelings of exclusion ■ Decreased face-to-face interaction ■ Unrealistic appearance standards ■ Screen addiction ■ Feelings of anxiety ■ Chest or stomach pain ■ Lost motivation ■ Delays in learning ■ Increased risk-taking ■ Bullying ■ Isolating behaviors ■ Decreased physical activity ■ Depressive symptoms ■ Compromised eye health ■ Unrealistic views of self ■ Increased self-absorption  
■ Relationship discord

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**When using this product -- keep in mind:**

Short clips (posts, videos, stories) do not truly represent real life. Photoshop edits, filters, and retouching apps intensify unrealistic beauty standards.

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**Directions: not recommended for ages 13 yrs and under**

**For Ages 14 yrs and up:**

■ Note which active ingredients you're consuming and various effects.  
■ Be aware of associated thoughts and feelings during use.  
■ Curate your feed to experience positive feelings during use.  
■ Do not use a minimum of thirty minutes prior to bedtime.

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**Keep out of reach:**

■ When feeling down, alone, or isolated-can cause negative downward spiral.  
■ During breakups-can increase difficult feelings, excessive app checking, hinder ability to let go.  
■ When use prevents RL interactions- opting out of in-person events, use limits eye contact.  
■ If drinking alcohol-may cause excessive messaging; increase embarrassment following day.  
■ If receiving unwanted advances, nude pics, scams. If instincts say "this feels off."  
■ Following a crisis or trauma-seek professional help and in-person connections.

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**Possible Negative Interactions -- Do not mix with:**

■ Insecurities-can increase current or create new self-doubts.  
■ Boredom or infatuation-may cause binge scrolling.  
■ Feelings of depression or anxiety-may heighten negative emotions.

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**Stop Use or Seek Support if:**

■ Use causes obsessive behavior, excessive app checking.  
■ Use exceeds more than two hours per day.  
■ Confusion occurs between reality vs. non-reality.  
■ You feel yourself being sucked into the illusion of perfection.  
■ Comparisons cause destructive thoughts and feelings.  
■ Difficult feelings worsen.

---

written by Susan Caso, MA, LPC  
Mental Health Director



designed by:  
Lilly Do



# My Social Media Rx

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**Active ingredients:** Describe how social media impacts:

- your thoughts:
- your mood:
- how you view yourself:

**Uses:** How do you want to use your time online?

- 
- 
- 

**Warnings -- May cause:**

What issues concern you about social media?

**When using this product -- keep in mind:**

What have you noticed about yourself or your friends when going online?

**Directions:** not recommended for ages 13 yrs and under

What do you recommend for yourself?

- Specific apps to delete?
- Who / What to follow?
- Who / What to unfollow?
- Hard stop for time online?

**Keep out of reach:**

- When...
- If...
- 
- 
- 

**Possible Negative Interactions:** What should you avoid mixing with social media?

- 
- 
- 

**Stop Use or Seek Support if:**

- Use causes obsessive behavior, excessive app checking.
- Use exceeds more than two hours per day.
- Confusion occurs between reality vs. non-reality.
- You feel yourself being sucked into the illusion of perfection.
- Comparisons cause destructive thoughts and feelings.
- Difficult feelings worsen.

WHAT ELSE?

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Mental Health Director



designed by:  
Lilly Do



**VISTA SCHOOL**  
**BULLYING, CYBERBULLYING, HARASSMENT, HAZING AND RETALIATION**  
**POLICY**

**I. Purpose**

Bullying, cyberbullying, harassment, and hazing of students and employees are against federal, state and local policy, and are not tolerated by Vista School. Vista School is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, Vista School has in place policies, procedures, and practices that are designed to reduce and eliminate bullying, cyberbullying, harassment and hazing—including but not limited to civil rights violations—as well as processes and procedures to deal with such incidents. Bullying, cyberbullying, harassment, and hazing of students and/or employees by students and/or employees will not be tolerated in Vista School.

School officials have the authority to discipline students for off-campus speech that causes or threatens a substantial disruption on campus or school activities, including violent altercations, or a significant interference with a student's educational performance and involvement in school activities. If after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code Ann. 53A-

11-904 and in accordance with the U.S. Department of Education Office for Civil Rights, loss of participation in extracurricular activities, and/or probation. If after an investigation, a school employee is found to have violated this policy, the employee shall be disciplined by appropriate measures up to, and including, termination.

**II. Definitions**

- A. "Bullying" means intentionally or knowingly committing an act that:
1. endangers the physical health or safety of a school employee or student;
    - a. involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
    - b. involves consumption of any food, liquor, drug, or other substance;
    - c. involves other physical activity that endangers the physical health and safety of a school employee or student; or
    - d. involves physically obstructing a school employee's or student's freedom to move; **and**
  2. is done for the purpose of placing a school employee or student in fear of:
    - a. physical harm to the school employee or student; or
    - b. harm to property of the school employee or student.
  3. The conduct described above constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.
  4. In addition to the above, Vista School considers bullying to be aggressive behavior that:
    - a. is intended to cause distress and harm;
    - b. exists in a relationship in which there is an imbalance of power and strength; and
    - c. is repeated over time.
- B. "Civil rights violation" means bullying (including cyberbullying), harassing, or hazing that is targeted at a federally protected class.
- C. "Cyberbullying" means:
1. using the Internet, a cell phone, or another device to

2. send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual,
  3. regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.
- D. "Federally protected class" means any group protected from discrimination under federal law.
1. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of **race, color, or national origin**.
  2. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of **sex**.
  3. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of **disability**.
  4. Other areas included under these acts include **religion, gender identity, and sexual orientation**.
- E. "Harassment" means repeatedly communicating to another individual, in an objectively demeaning or disparaging manner, statements that contribute to a hostile learning or work environment for the individual. This includes rumor spreading and social aggression intended to demean and disparage another individual and that contributes to a hostile environment for that individual.
- F. "Hazing" means intentionally or knowingly committing an act that:
1. endangers the physical health or safety of a school employee or student;
    - a. involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements; b. involves consumption of any food, liquor, drug, or other substance;
    - c. involves other physical activity that endangers the physical health and safety of a school employee or student; or
    - d. involves physically obstructing a school employee's or student's freedom to move;**and**
  2. is done for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for, membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event; or
  3. if the person committing the act against a school employee or student knew that the school employee or student is a member of, or candidate for, membership with a school, or school sponsored team, organization, program, or event to which the person committing the act belongs to or participates in.
  4. The conduct described in Subsection "F" constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.
- G. "Parent" means a student's guardian.
- H. "Retaliation" means an act of communication intended:
1. as retribution against a person for reporting bullying, cyberbullying, harassment, or hazing; or
  2. to improperly influence the investigation of, or the response to, a report of bullying or hazing.
- I. "School" means any public elementary or secondary school or charter school
- J. "School board" means:
1. a local school board; or
  2. a local charter board.
- K. "School employee" means:
1. school teachers;
  2. school staff;
  3. school administrators; and
  4. all others employed, directly or indirectly, by the school, school board, or school district.

L. "Volunteer" means a person working under direct supervision of a licensed educator.

### III. Prohibitions

- A. No school employee or student may engage in **bullying** or **harassing** a school employee or student:
  - 1. on school property;
  - 2. at a school related or sponsored event;
  - 3. on a school bus;
  - 4. at a school bus stop; or
  - 5. while the school employee or student is traveling to or from a location or event described above in Subsection A(1) – (4)
- B. No school employee or student may engage in **hazing** or **cyberbullying** a school employee or student **at any time or in any location**.
- C. No school employee or student may engage in retaliation against:
  - 1. a school employee;
  - 2. a student; or
  - 3. an investigator for, or witness of, an alleged incident of bullying, harassing, cyberbullying, hazing, or retaliation
- D. No school employee or student may make a false allegation of bullying, harassing, cyberbullying, hazing, or retaliation against a school employee or student.
- E. Any bullying, harassing, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

### IV. **Actions Required if Prohibited Acts are Reported**

- A. Each reported complaint will include:
  - 1. name of complaining party;
  - 2. name of offender (if known);
  - 3. date and location of incident(s);
  - 4. a statement describing the incident(s), including names of witnesses (if known).
- B. Each reported violation of the prohibitions noted previously will be promptly investigated by a school administrator or an individual designated by a school administrator. A report of bullying, cyberbullying, hazing, harassment, and retaliation may be made anonymously, but Vista School will not take formal disciplinary action based solely on an anonymous reports.
- C. Verified violations of the prohibitions noted previously shall result in consequences or penalties.

Consequences or penalties may include but are not limited to:

  - 1. student suspension or removal from a school-sponsored team or activity including school sponsored transportation;
  - 2. student suspension or expulsion from school or lesser disciplinary action;
  - 3. employee suspension or termination for cause or lesser disciplinary action;
  - 4. employee reassignment; or
  - 5. other action against student or employee as appropriate.
- D. The school will notify a parent if the parent's student threatens to commit suicide, or if the student is involved in an incident of bullying, cyberbullying, harassment, hazing, or retaliation. **Pursuant to H.B. 481, when notified, parents shall also be provided with paperwork on firearm safety and suicide prevention.**
  - 1. Vista School will produce and maintain a record that verifies that the parent was notified of the incident or threat.

2. Vista School will not disclose the record described in D1 to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.
- E. Compliance with the Office for Civil Rights when Civil Rights Violations Occur:
1. Once Vista School knows or reasonably should know of possible student-on-student bullying, cyber-bullying, harassment or hazing, the school must take immediate and appropriate action to investigate or otherwise determine what occurred.
  2. If it is determined that the bullying, cyber-bullying, harassment or hazing occurred as a result of the student-victim's membership in a protected class, Vista School shall take prompt and effective steps reasonably calculated to:
    - a. end the bullying, cyber-bullying, harassment, or hazing
    - b. eliminate any hostile environment,
    - c. prevent its recurrence.
  3. These duties are Vista School's responsibilities even if the misconduct is also covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the school to take action, or identifies the bullying, cyberbullying, harassment or hazing as a form of discrimination.
- F. Actions must also include, as appropriate:
1. procedures for protecting the victim and other involved individuals from being subjected to:
    - a. further bullying, cyberbullying, harassment, or hazing, and
    - b. retaliation for reporting the bullying, cyberbullying, harassment, or hazing.
  2. prompt reporting to law enforcement of all acts of bullying, cyberbullying, harassment, hazing, or retaliation that constitute suspected criminal activity.
  3. prompt reporting to the Office for Civil Rights (OCR) of all acts of bullying, cyberbullying, harassment, hazing, retaliation that may be violations of student(s)' or employee(s)' civil rights.
  4. procedures for a fair and timely opportunity for the accused to explain the accusations and defend his actions prior to student or employee discipline.
  5. procedures for providing due process rights under Section 53A-8-102 (licensed staff) and local employee discipline policies prior to employee discipline or Section 53A-11-903 and local policies (students) prior to long term (more than 10 day) student discipline.

## **V. Investigations**

Vista School will promptly and reasonably investigate allegations of bullying, cyberbullying, harassment and/or hazing. The Principal, Vice Principal or School Counseling Office will be responsible for handling all complaints by students and employees alleging bullying, cyberbullying, harassment, or hazing. Vista School procedures for reporting include anonymously online using the Bullying Reporting Tool found on the Vista School website, anonymously in writing in the Counseling Office and also in person in the Counseling Office.

It is Vista School's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the school's Internet system, and routine monitoring or maintenance may lead to discovery that a user has violated district policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of the above policy will be confiscated for investigation and may be turned over to law enforcement.

## VI. Training

- A. All students, staff, and volunteers at Vista School will receive annual training from a qualified professional regarding bullying, cyberbullying, harassment, hazing. This training will address:
1. overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior
  2. relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;
  3. bullying, cyberbullying, harassment or hazing of a sexual nature or with sexual overtones;
  4. cyberbullying, including use of email, web pages, text messaging, instant messaging, three- way calling or messaging or any other electronic means for aggression inside or outside of school
  5. civil-rights violations including training and education specific to bullying based upon students' actual or perceived identities, and conformance or failure to conform to stereotypes. Training on civil rights violations will include compliance when civil rights violations are reported.
  6. awareness and intervention skills such as social skills training.
- B. Volunteers are under direct supervision of a licensed educator who is responsible for ensuring the volunteer is trained in the above areas.  
Volunteers are required to report to their supervising licensed educator if they are notified of a bullying, cyberbullying, hazing, harassment, or retaliation incident among students or if they reason to suspect such an incident. Volunteers are prohibited from engaging in bullying activities themselves and will be asked to leave Vista School if in violation of this policy.
- C. Pursuant to 53A-15-1301, Vista School will implement a youth suicide prevention program for students.
- D. Pursuant to 53A-1-603, all licensed educators must complete 2 hours of professional development of youth suicide prevention training once every license renewal cycle. To the extent possible, other programs or initiatives designed to provide training and education regarding the prevention of bullying, cyber-bullying, harassment, hazing, and retaliation will be implemented.
- E. In addition to training for all school employees, students, employees, and volunteer coaches involved in any extra-curricular activity shall:
1. participate in bullying and hazing prevention training prior to participation in the extra-curricular activity;
  2. repeat bullying, cyberbullying, harassment, and hazing prevention training at least every three years;
  3. be informed annually of the prohibited activities list provided previously in this Policy and the potential consequences for violation of this Policy.

## VII. Additional Notes

- A. 53A-11a-301 requires that this policy be developed with input from (1) students, (2) parents, (3) teachers, (4) school administrators, (5) school staff, or (6) law enforcement agencies.
- B. All information received in a complaint, names of complainants shall be treated with the utmost confidence to the extent possible. Administrators shall notify complainant before revealing his name.
- C. A student assessment of the prevalence of bullying in Vista School, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas, will be provided on a bi-annual basis.
- D. This policy does not prohibit expressive activity protected by the First Amendment of the United States Constitution. However, if off-campus speech that may constitute a bullying, cyber-bullying, hazing, or harassment incident creates **a substantial disruption** to the school environment, under Tinker v. Des Moines, Vista School may take disciplinary action against the student who initiated the speech. Factors that Vista School may consider in determining whether a substantial disruption has occurred are:
  1. whether there is a verbal or physical confrontation over the incident at school;
  2. whether there is likely to be a verbal or physical confrontation based on evidence of a prior relationship between the victim and the student who initiated the speech;
  3. whether any part of the speech that gave rise to the incident was repeated at school;
  4. whether students are discussing the incident during class or if it otherwise is disrupting school work;
  5. whether there is a widespread whispering campaign sparked by the off campus incident that disrupts the school environment and students' abilities to focus on school;
  6. whether administrators who dealt with the incident were pulled from their ordinary tasks to address the incident and how much time it took out of an administrators' day to do so;
  7. whether speech similar to the off-campus speech in this incident has occurred in the past and has resulted in violence or near violence at school;
  8. whether there is a negative effect on classroom activities as a result of the off-campus incident;
  9. whether the speech was violent or whether there is a history of violence from the student/s who initiated the speech; (Note: true threats are not protected by the First Amendment if it advocates "imminent" violence or unlawful conduct. Thus, a message that threatens physical harm, even if it isn't mean to be serious, may not be protected by the First Amendment and the person who utters such a message may be disciplined by Vista School.)

# When Firearm Safety and Safe Storage is Your Goal

The **safest** thing to do while someone is at increased risk for suicide in your home is to **store your firearms outside your home**.



First, watch this **short video** about what youth experience and how you can help **protect your child**.



Next, learn about **safety planning** with help from a therapist and firearms expert to make your home safe.



Firearms are the **leading method of suicide**. Putting time and distance between a person in crisis and firearms saves lives. Protect teens and help prevent suicide by locking up guns and ammo in secure safes or moving them off-site until the crisis has been averted. **Watch this video** for one example of how gun safety can help protect lives.



► English



► Español

Take our **LiVe Well Suicide Awareness training** to learn more about suicide prevention with the tools you need to talk about suicide and help those in suicidal crisis be safe and access the resources they need.





## Safe Off-Site Storage Options Include:

**A Trusted Family Member or Friend:** Phone a friend or family member. It will not only keep you and your loved one safe, but it will also provide you with more support to manage this difficult time.

**Law Enforcement:** Call local law enforcement to understand the procedures for giving them your firearms and returning them to you.

**Offsite Storage at a Self-Storage Rental Facility:** Some facilities have safety deposit boxes and smaller options if you are storing handguns. If you have shotguns and rifles, you may need a bigger space.

**Shooting Ranges or Gun Shops:** Some facilities have storage options. Call ahead to find out. You could also take your firearm(s) in to be cleaned and serviced and have them hold them until the risk is decreased.

**Pawn Shops:** Many pawn shops will hold your firearms either as a pawn item or for a small fee. Call ahead to verify with your local pawn shop.



## When Off-Site Storage is **not** an Option, the Next Best On-Site Storage Options Include:

**Store Your Firearm(s) in a Gun Safe or Firearm-Specific Storage Lock Box:** Gun Safes are the most secure on-site storage option. Lock unloaded firearms with a cable-style gun lock, remove the firing pin and store them securely, change codes and secure keys. Family members often know "family passwords" to gun safes, update for added security.

**Temporarily Store Ammunition Off-Site:** Temporarily remove ammunition from your home or keep it in a separate locked location from secured firearms.

**Trigger Locks and Cable Locks:** Trigger and cable locks aren't as safe as locking in a secure gun safe, but they are better than not locking at all. In addition, they can be used with a gun safe for extra protection.

**Remove a Key Component of the Firearm:** Remove the firing pin, slide, or other critical component and give it to a family member or friend to hold until the risk has passed.



## Other Options



Your safety is our top priority. A free, anonymous **decision support tool** can help you make decisions about temporarily reducing access to potentially dangerous things such as firearms, medicines, sharp objects, or other household items.



## What Options are **not** Recommended?

**Hiding Firearms is not Recommended:** Family members often know each other's hiding places.

**Doing Nothing is not Recommended:** If someone in your home has had suicidal thoughts or made a plan or attempt, please take them seriously; make your home safe by changing the codes on your safes and following these and other safety recommendations.

If you or someone you know is experiencing a mental health crisis, please call 988



# YOUR CHILD HAS TALKED ABOUT ENDING THEIR LIFE: WHAT'S NEXT?

TALKING TO YOUR CHILD ABOUT SUICIDE MAY BE THE TOUGHEST AND MOST UNCOMFORTABLE CONVERSATION YOU EVER HAVE, BUT IT MAY ALSO BE THE MOST IMPORTANT.



## HERE ARE FOUR TIPS TO USE WHEN TALKING TO YOUR CHILD:

1. Discuss changes you have noticed and why you are concerned.
2. Ask your child directly, "Have you thought about killing yourself?"
3. Do not try to solve your child's issues. Instead, show care, concern, and support.
4. Let them know that you will be there for them. Give your child an opportunity to come to you when they are ready to talk.

## THINGS YOU CAN DO TO HELP

1. Find treatment that works for your child. This could include a mental health counselor and a physician.
2. Lock up hazardous items like firearms and medications.
3. Encourage healthy coping strategies, including physical activity and positive sleep habits.
4. Talk with your teen about unhealthy coping habits, like substance use or social media misuse, and how to change them. Check out [Social Media Side Effects](#) from The Liv Project.

## WHAT DO I NEED TO WATCH FOR?

- Increased use of alcohol or drugs
- Withdrawing from activities
- Looking for a way to kill themselves, such as searching online for materials or means
- Isolating themselves from family or friends
- Sleeping too little or too much
- Displaying one or more of the following moods: depression, anxiety, loss of interest, irritability, humiliation, agitation, rage
- A sudden or unexplained calm happiness after a long period of depression
- Saying goodbyes or tying up loose ends, such as giving away prized belongings

## WHAT SHOULD I BE LISTENING FOR?

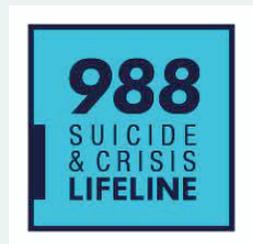
- Talk of suicide: "I just want to go to sleep and never wake up," "If \_\_\_\_ happens, I'll kill myself."
- Talk of hopelessness: "What is the point? Nothing is going to get better."
- Talk of feeling like a burden to others: "They would be better off without me."

## WHERE CAN I TURN FOR HELP?

Pediatrician or Family Doctor  
Mental Health Therapists  
School Counselor  
Psychologists  
Psychiatrists  
Free 24/7 Resources like the  
988 Crisis Line or SafeUT App

Take a free suicide  
prevention course  
anytime by following  
@LiveOnUtah on  
Instagram

*Live on.*



## HOW CAN I START THE CONVERSATION?

**You don't seem like yourself.** Letting your loved one know you have noticed something different about them shows them you care. It's important to let them know you are concerned about them, not upset with them.

**I'm sorry I snapped at you earlier. I've had a tough week but I want to do better. How was your week?** Taking accountability and being a little vulnerable can help smooth over past communication issues and encourage your teen to open up.

**How are things going at school/work, or with your friends/partner?** Making the question specific is a good way to get the conversation started. Remember that it might not be just one thing that is bothering them. It could be a combination of things or maybe nothing in particular - just a general mood they've been having.

**Your care and support can make all the difference.**