

**Utah Career Path High
Governing Board of Directors
Board Meeting**

Date: October 21, 2024

Time: 3:30 PM

Location: 290 N. Flint Street; Kaysville, UT 84037



Career Path High

*Career Path High changes lives and strengthens society by guiding students
on a path to college success and career readiness.*

AGENDA

CALL TO ORDER

PUBLIC COMMENT

- 2025/2026 Fee Schedule
- Sex Education Curriculum

CONSENT ITEMS

- August 19, 2024 Board Meeting Minutes

REPORTS

- Director's Report
- Finance Report

VOTING AND DISCUSSION ITEMS

- Board Member Positions
- Online Charter High School Invoice
- Fee Waiver Policy
- Bullying and Hazing Policy

CLOSED SESSION- to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(I)(a).

CALENDARING

- Next Board Meeting December 16, 2024 @ 3:30pm

ADJOURN

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.

**Utah Career Path High
Governing Board of Directors
Board Meeting**



Career Path High

Date: August 19, 2024

Location: 290 N. Flint Street; Kaysville, UT 84037

Board Members in Attendance: Angie Osguthorpe, Natalie Brush, Jeff Lund

Excused Board Members: Paul Ray, Leslie Mock

Others in Attendance: Stacey Hutchings, Gabe Clark, Erin Winterton, Hannah Dorius, Heidi Bauerle, Anneliese Pixton

MINUTES

CALL TO ORDER

Angie Osguthorpe called the meeting to order at 3:39 PM.

Angie Osguthorpe welcomed Jeff Lund to the Board of Directors. Jeff Lund expressed his excitement to be a member of the board.

CONSENT ITEMS

- July 23, 2024 Board Meeting Minutes
Natalie Brush made a motion to approve the July 23, 2024 Board Meeting Minutes; Jeff Lund seconded the motion. The motion passed unanimously. Votes were as follows: Angie Osguthorpe, Aye; Natalie Brush, Aye; Jeff Lund, Aye.

PUBLIC COMMENT

No public comment.

REPORTS

- Director Report
Stacey Hutchings presented the Director Report to the board. The Director Report covered enrollment, staffing, and data dashboards. Currently, 154 students are enrolled. The budget is based on 160 students and Stacey Hutchings is confident they will hit that number by October 1st. The school is increasing enrollment by utilizing marketing tools and a recruitment company. Secretaries are working to improve the registration pipeline. Anneliese Pixton presented the progress of the data dashboard to the board.
- Financial Report
Erin Winterton presented the Financial Report to the board. The 2023/2024 audit is currently underway. Cash is in a good position for the start of the school year. The board had no additional questions.

VOTING AND DISCUSSION ITEMS

- Policies
 - Selection, Approval, and Purchase of Instructional Materials Policy
Gabe Clark presented the summary of the Selection, Approval, and Purchase of Instructional Materials Policy. This amendment will bring the
Career Path High Board Meeting 08.19.2024
Approved:

policy in line with state board rules. In this amendment, sensitive materials were defined. This policy will also encompass instructional materials as well as library materials.

- Electronic Board Meetings Policy
Gabe Clark presented the summary of the Electronic Board Meetings Policy. This amendment will bring the policy in line with state board rules. The changes state that a physical anchor location is no longer required when board meetings are held electronically.
- Background Check Policy
Gabe Clark presented the summary of the Background Check Policy. This amendment will bring the policy in line with state board rules. This policy prohibits the school from charging for background check fees for volunteers and un-licensed employees.
- Attendance Policy
Gabe Clark presented the summary of the Attendance Policy. This amendment will bring the policy in line with state board rules. Habitually truant was defined as 10 days unexcused absence and is now defined as 20 days. If a student is considered habitually truant, the school is required to refer them to an evidence-based alternative intervention.

Natalie Brush made a motion to approve the Selection, Approval, and Purchase of Instructional Materials Policy, Electronic Board Meetings Policy, Background Check Policy, and Attendance Policy; Jeff Lund seconded the motion. The motion passed unanimously. Votes were as follows: Angie Osguthorpe, Aye; Jeff Lunch, Aye; Natalie Brush, Aye.

- Ops Support Contract
Stacey Hutchings presented this contract to the board. This contract will engage Anneliese Pixton to teach the several staff members how to utilize school data and the data dashboard. This contract includes 20 hours per month with additional hours to be approved by the director.

Natalie Brush made a motion to approve the Ops Support Contract; Jeff Lund seconded the motion. The motion passed unanimously. Votes were as follows: Angie Osguthorpe, Aye; Jeff Lund, Aye; Natalie Brush, Aye.

Gabe Clark left the meeting at 4:40PM.

- New Board Member Consideration/Approval
This item was tabled.
- LEA Licenses
Stacey Hutchings presented the LEA Licenses to the board. There are 3 LEA

Licenses required this year. CPH will help and support these teachers with a mentor to create a plan to become fully licensed. Most teachers are licensed within a year.

Natalie Brush made a motion to approve LEA Licenses; Jeff Lund seconded the motion. The motion passed unanimously. Votes were as follows: Angie Osguthorpe, Aye; Jeff Lund, Aye; Natalie Brush, Aye.

CALENDARING

- Next Board Meeting is scheduled for October 14, 2024 @ 3:30PM.

ADJOURN

At 5:28PM Jeff Lund made a motion to adjourn. Natalie Brush seconded the motion. The motion passed unanimously. Votes were as follows: Angie Osguthorpe, Aye; Jeff Lund, Aye; Natalie Brush, Aye.



Career Path High

2025-2026 Student Fee Schedule

The following student fees may be assessed to students of Career Path High as follows:

REQUIRED FEES (for all fully and partially enrolled students in grades 9-12)		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Basic Student Fee	Supplies and Materials for Activities	\$20
Art Lab Fees	Supplies for Art Foundations I or II, Painting, Crafts	\$10
11th & 12th Grade	Davis Tech Registration Fee	\$40
Cap & Gown	Graduation Caps & Gowns, Rental Gown Maintenance	Up to \$40
FEES FOR OPTIONAL COURSES, PROGRAMS, AND ACTIVITIES for participating students		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Dance Tickets	Supplies, Security, Custodial Costs, and Stipends	Up to \$25
Club Fees	Supplies, Club Jackets, Team Jerseys	Up to \$30
MISCELLANEOUS FEES		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Remediation	Wages, Curriculum, and Materials	\$40

GRADE 9-10 ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL YEAR: \$30 PER STUDENT

GRADE 11 ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL YEAR: \$70 PER STUDENT

GRADE 12 ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL YEAR: \$110 PER STUDENT

This amount reflects the total student fees any student in each grade level would be required to pay if the student participated in all courses, programs, and activities provided, sponsored, or supported by the School for students in each grade level.

Notice to Parents: Your student may be eligible to have one or more of their fees waived. For information on fees and fee waivers, please contact an administrator at the School and/or review the school fees materials provided on the School's website. If your student files a fee waiver request with the School and the request is denied, you may appeal the School's decision.

[Davis Technical College Fee Schedule](#) - Please review the fees on this link for Davis Tech Programs which 11th & 12th grade students choose from to earn their CTE and most elective credits toward graduation.



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 **Online High School**
INVOICE / 8-19-2024

121 West Tabernacle
St. George, Utah 84770

Career Path High School 550 E 300 S Kaysville, UT 84037 Stacey Hutchings (Principal) stacey.hutchings@utahcph.org	BALANCE DUE \$6,450.00
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Notes:

See student grades and credit earned for recovery credit coursework on the shared spreadsheet.
Please mail payment to: Utah Online High School 121 West Tabernacle St. George, Utah 84770.

Item Description	Price Per	Total
Credit Recovery \$50 per quarter summer	\$50	\$1,400.00
Credit Recovery \$50 per quarter 2023-24 school year	\$50	\$5,050.00
Subtotal		\$6,450.00
TOTAL		\$6,450.00

**Career Path High
Bullying and Hazing Policy
Adopted: June 11, 2013
Revised: June 19, 2017
Revised: November 12, 2018
Revised: October 19, 2020
Revised: October 3, 2022
Revised: August 21, 2023**

Purpose

The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, retaliation, and abusive conduct involving Utah Career Path High (the “School”) students and employees. The School’s Board of Directors (the “Board”) has determined that a safe, civil environment in School is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, retaliation, and abusive conduct disrupts both a student’s ability to learn and the School’s ability to educate its students in a safe environment.

Policy

Prohibited Conduct

Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and employees are against federal, state, and local policy and are not tolerated by the School. The School is committed to providing all students with a safe and civil environment in which all members of the School community are treated with dignity and respect. To that end, the School has in place policies, procedures, and practices that are designed to reduce and eliminate this conduct – including, but not limited to, civil rights violations – as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and/or employees by students and/or employees will not be tolerated in the School. Likewise, abusive conduct by students or parents or guardians against School employees is prohibited by the School and will not be tolerated in the School.

In order to promote a safe, civil learning environment, the School prohibits all forms of bullying of students and School employees (a) on School property, (b) at a School-related or sponsored event, or (c) while the student or School employee is traveling to or from School property or a School-related or sponsored event.

The School prohibits all forms of bullying, cyber-bullying, hazing, abusive conduct of or retaliation against students and School employees at any time and any location.

Students and School employees are prohibited from retaliating against any student, School employee or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation.

Students and School employees are prohibited from making false allegations of bullying, cyber-bullying, hazing, abusive conduct, or retaliation against a student or School employees.

Students and School employees are prohibited from sharing a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, and retaliation in order to impact or encourage future incidents.

In addition, School employees, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing, bullying, cyber-bullying, or abusive conduct and shall not plan, direct, encourage, assist, engage or participate in any activity that involves hazing, bullying, cyber-bullying, or abusive conduct.

Any bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to OCR compliance regulations.

Definitions

Abusive Conduct – For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or guardian or student directed toward a School employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. A single act does not constitute abusive conduct.

Action Plan – For purposes of this policy, “action plan” means a process to address an incident as described in Utah Code § 53G-9-605.5.

Bullying – For purposes of this policy, "bullying" means a School employee or student intentionally committing a written, verbal, or physical act against a School employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:

- (1) causing physical or emotional harm to the School employee or student;
- (2) causing damage to the School employee’s or student’s property;
- (3) placing the School employee or student in reasonable fear of:
 - (a) harm to the School employee’s or student’s physical or emotional well-being; or
 - (b) damage to the School employee’s or student’s property;
- (4) creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - (a) the pervasiveness, persistence, or severity of the actions; or
 - (b) a power differential between the bully and the target; or
- (5) substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.

This conduct constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct. In addition, bullying is commonly understood as aggressive behavior that is intended to cause distress and harm; exists in a relationship in which there is an imbalance of power and strength; and is repeated over time.

Bullying may also include relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation.

Civil Rights Violations – For purposes of this policy, “civil rights violations” means bullying, cyber-bullying, harassment, abusive conduct, or hazing that is targeted at a federally protected class.

Cyber-bullying – For purposes of this policy, "cyber-bullying" means using the Internet, a cell phone, or another device to 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, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

Federally protected class – For purposes of this policy, “federally protected class” means any group protected from discrimination under federal law, such as:

- (1) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin.
- (2) Title IX of the Education Amendments of 1972, which 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, which prohibit discrimination on the basis of disability.
- (4) Other areas included under these acts which include religion, gender, and sexual orientation.

Hazing – For purposes of this policy, “hazing” means a School employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a School employee or student that:

- (1) (a) endangers the mental or physical health or safety of a School employee or student;
(b) involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
(c) involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a School employee or student; or
(d) involves any activity that would subject a School employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a School employee or student to extreme embarrassment, shame, or humiliation; and

- (2) (a)(i) is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a School or School sponsored team, organization, program, club, or event; or
 - (ii) is directed toward a School employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a School or School sponsored team, organization, program, club, or event in which the individual who commits the act also participates.
- (3) The conduct described above constitutes hazing, regardless of whether the School employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

Incident – For purposes of this policy, “incident” means a verified incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is prohibited in Utah Code § 53G-9-601 *et seq.*

Retaliate or Retaliation – For purposes of this policy, "retaliate or retaliation" means an act or communication intended:

- (1) as retribution against a person for reporting bullying or hazing; or
- (2) to improperly influence the investigation of, or the response to, a report of bullying or hazing.

School Employee – For purposes of this policy, “School employee” means an individual working in the individual’s official capacity as:

- (1) a School teacher;
- (2) a School staff member;
- (3) a School administrator; or
- (4) an individual:
 - (a) who is employed, directly or indirectly, by the School; and
 - (b) who works on the School’s campus(es).

Verification – For purposes of this policy, “verification” means that an alleged incident has been found to be substantiated through a formal investigation process done by the School as outlined in this policy.

Volunteer – For purposes of this policy, “volunteer” means a non-employee with significant, unsupervised access to students in connection with a School assignment.

Reporting Prohibited Conduct

Students who have been subjected to or witnessed bullying, cyber-bullying, hazing, or retaliation, and students who have witnessed abusive conduct, must promptly report such

prohibited conduct to any School personnel orally or in writing. School personnel who receive reports of such prohibited conduct must report them to the Director.

School employees who have been subjected to or witnessed hazing, bullying, cyber-bullying, abusive conduct, or retaliation must report such prohibited conduct to the School's Director orally or in writing.

Each report of prohibited conduct shall include:

- (1) the name of complaining party;
- (2) the name of person subjected to the prohibited conduct (if different than complaining party);
- (3) the name of perpetrator (if known);
- (4) the date and location of the prohibited conduct; and
- (5) a statement describing the prohibited conduct, including names of witnesses (if known).

In connection with a report of prohibited conduct, students and School employees may request that their identity be kept anonymous, and reasonable steps shall be taken by the Director and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible. School employees must take strong responsive action to prevent retaliation, including assisting students who are subjected to prohibited conduct and his or her parents or guardians in reporting subsequent problems and new instances of prohibited conduct.

The Director or his/her designee shall promptly make a reasonably thorough investigation of all complaints of prohibited conduct, including, to the extent possible, anonymous reports, and shall, in accordance with the Consequences of Prohibited Behavior section below, administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report.

The Director may report to OCR all incidents of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that he/she reasonably determines may be violations of a student's or employee's civil rights.

It is the School's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the School's computer equipment and network system, and routine monitoring or maintenance may lead to discovery that a user has violated School 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 this policy will be confiscated for investigation and may be turned over to law enforcement.

Investigation of Alleged Incidents

The School will investigate all allegations of bullying, cyber-bullying, hazing, retaliation, and abusive conduct in accordance with this policy and applicable law. The Director or his/her designee will investigate such allegations and will have adequate training to conduct such an investigation. The Director will be the point person with training and expertise to assist, direct, and supervise training of other employees in the responsibilities set forth in this paragraph.

The School will investigate these alleged incidents by interviewing:

- (1) the students subjected to the alleged incident;
- (2) the individual who is alleged to have engaged in the prohibited conduct;
- (3) the parents or guardians of the students subjected to the alleged incident and the individual who is alleged to have engaged in prohibited conduct;
- (4) any witnesses;
- (5) School staff familiar with the student subjected to the alleged incident;
- (6) School staff familiar with the individual who is alleged to have engaged in prohibited conduct; or
- (7) Other individuals who may provide additional information.

The individual who investigates an alleged incident will inform an individual being interviewed that (1) to the extent allowed by law, the individual is required to keep all details of the interview confidential; and (2) further reports of bullying will become part of the review. However, the confidentiality requirement described in this paragraph does not apply to conversations with law enforcement, requests for information pursuant to a warrant or subpoena, a state or federal reporting requirement, or other reporting required by R277-613.

In conducting this investigation, the School may (1) review disciplinary reports of involved students; and (2) review physical evidence, including video or audio, notes, email, text messages, social media, or graffiti.

The School will report alleged incidents of bullying, cyber-bullying, hazing, retaliation, and abusive conduct to law enforcement when the Director reasonably determines that the alleged incident may have violated criminal law.

The School shall follow up with the parents or guardians of all parties to:

- (1) inform parents or guardians when an investigation is concluded;
- (2) inform parents or guardians what safety measures will be in place for their child, as determined by the investigation;
- (3) provide additional information about the investigation or the resolution consistent with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g; and

- (4) inform parents or guardians of the School's Parent Grievance Policy if the parents or guardians disagree with the resolution of the investigation.

If the investigation results in a verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the School shall create and implement an action plan for each such incident in accordance with Utah Code § 53G-9-605.5 and R277-613.

In addition, following verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the Director may, if he/she determines it is appropriate:

- (1) take positive restorative justice practice action in accordance with policies established by the School;
- (2) provide supportive services designed to preserve the student's access to educational opportunities and a sense of safety; or
- (3) develop a communication process.

However, a student to whom an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct is directed is not required to participate in a restorative justice practice with an individual who is alleged to have engaged in prohibited conduct. If the School would like any student to participate in a restorative justice practice, the School will notify the student's parent or guardian of the restorative justice practice and obtain consent from the student's parent or guardian before including the student in the process.

Parental Notification

The Director or his/her designee will timely notify a student's parent or guardian if:

- (1) the student threatens suicide; or
- (2) the student is involved in an incident (including if the student is subjected to the incident or is the person who caused the incident) and of the action plan to address the incident.

The Director or his/her designee will attempt to contact the parent or guardian by telephone to provide this notification and to discuss the matter. If the parent or guardian is not available by telephone, the Director or his/her designee will provide the parent or guardian the required notification by email.

The Director or his/her designee will produce and maintain a record that:

- (1) verifies that the School notified each parent or guardian as required above. If an in-person meeting takes place, the Director or his/her designee may ask the parent or guardian to sign the record acknowledging that the notification was provided. If a telephone conversation takes place, the Director or his/her designee may document on the record such details as the date and time of the telephone call, who was spoken to, and brief notes regarding the notification that was provided and the content of the

conversation. If an email is sent, the Director or his/her designee will retain a copy of the email; and

- (2) tracks implementation of the action plan addressing the incident, if applicable.

The School will retain the record for at least as long as the student is enrolled at the School and will provide or expunge the record in accordance with Utah Code § 53G-9-604. The School will maintain the confidentiality of the record in accordance with the state and federal student data privacy laws referenced in Utah Code § 53G-9-604.

In addition to notifying the parent or guardian as set forth above, the Director or his/her designee will provide the parent or guardian with the following:

- (1) suicide prevention materials and information as recommended by the Utah State Board of Education in accordance with Utah Code § 53G-9-604(2)(b);
- (2) information on ways to limit a student's access to fatal means, including firearms or medication; and
- (3) information and resources on the healthy use of social media and online practices as provided in R277-613.

Action Plan to Address Incidents

Following verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the School shall develop and implement an action plan. The action plan shall include:

- (1) with respect to the student to whom the incident was directed and in direct coordination with the student's parent or guardian:
 - (a) a tailored response to the incident that addresses the student's needs;
 - (b) a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident;
 - (c) notification of the consequences and plan to address the behavior of the student who caused the incident;
 - (d) support measures designed to preserve the student's access to educational services and opportunities; and
 - (e) to the extent available, access to other resources the parent requests for the student; and
- (2) with respect to the student who caused the incident and in direct coordination with the student's parent or guardian:
 - (a) a range of tailored and appropriate consequences, making reasonable effort to preserve the student's access to educational services and activities;
 - (b) a process to determine and provide any needed resources related to the underlying cause of the incident;
 - (c) supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students; and

- (d) a process to remove the student from School in an emergency situation, including a description of what constitutes an emergency.

The School may not include in an action plan a requirement that the student to whom the incident was directed change the student's:

- (1) educational schedule or placement; or
- (2) participation in a School sponsored sport, club, or activity.

The School shall try to involve the parent or guardian of a student who was involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct in the development and implementation of an action plan. However, if, after the School attempts to involve a parent or guardian in the development and implementation of an action plan, the parent or guardian chooses to not participate in the process, the School may develop and implement an action plan without the parent or guardian's involvement.

The School shall communicate with the parent or guardian of each student involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct about the implementation of the action plan. Specifically, the School shall provide regular updates on the implementation of the action plan to each such parent or guardian. The updates shall include:

- (1) the outcome of the School's investigation (if not already provided at the conclusion of the investigation);
- (2) a discussion of safety considerations for the student who is the subject of the incident; and
- (3) an explanation of the School's process for addressing the incident.

The Director or his/her designee shall oversee the implementation of the action plan, monitor the implementation of the communication plan/requirements within the action plan, and assist the School with case-specific needs when the School is addressing an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct.

Consequences of Prohibited Behavior

If, after an investigation, a student is found to be in violation of this policy by participating in or encouraging conduct prohibited by this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code § 53G-8-205 and School policy, removal from participation in School activities, and/or discipline in accordance with regulations of the U.S. Department of Education Office for Civil Rights (OCR).

If, after an investigation, a School employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination, reassignment or other appropriate action.

School officials have the authority to discipline students for off-campus or online speech that causes or threatens a substantial disruption to School operations, including violent altercations or

a significant interference with a student's educational performance and involvement in School activities.

Grievance Process for School Employees

As explained above, a School employee who has experienced abusive conduct must report the abusive conduct to the School Director orally or in writing. If the School employee is not satisfied with the Director or designee's investigation of the abusive conduct and/or the resulting disciplinary action (or recommended disciplinary action) against the perpetrator, the School employee may address/raise the issue in accordance with the School's Staff Grievance Policy.

Grievance Process for Parents and Guardians

A parent or guardian of a student who caused an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct may appeal one or more of the consequences included in an action plan in accordance with the School's Parent Grievance Policy.

Additional Provisions

The Director will ensure compliance with OCR regulations when civil rights violations are reported, as follows:

- (1) Once the School knows or reasonably should know of possible student-on-student bullying, cyber-bullying, or hazing, the School must take immediate and appropriate action to investigate.
- (2) If it is determined that the bullying, cyber-bullying, or hazing of a student did occur as a result of the student's membership in a protected class, the School shall take prompt and effective steps reasonably calculated to:
 - (a) end the bullying, cyber-bullying, or hazing;
 - (b) eliminate any hostile environment; and
 - (c) prevent its recurrence.
- (3) These duties are the 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, cyber-bullying, or hazing as a form of discrimination.

The Director will take reasonable steps to ensure that any person subjected to prohibited conduct will be protected from further hazing, bullying, cyber-bullying, abusive conduct, and retaliation and that any student or School employee who reports such prohibited conduct will be protected from retaliation.

If the Director believes that any person who was subjected to or who caused conduct prohibited by this policy would benefit from counseling, the Director may refer such individuals for counseling.

If the Director believes that it would be in the best interests of the individuals involved, the Director may involve the parents or guardians of a student who was subjected to or a student who caused hazing, bullying, cyber-bullying, or retaliation in the process of responding to and resolving conduct prohibited by this policy.

Incidents of bullying, cyber-bullying, hazing, and retaliation will be reported in the School's student information system as required.

Student Assessment

Subject to the parental consent requirements of Utah Code § 53E-9-203, the Director or his/her designee will solicit student assessments of the prevalence of bullying, cyber-bullying, and hazing in the School, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.

Training

The Director will ensure that School students, employees, coaches, and volunteers receive training on bullying, cyber-bullying, hazing, retaliation, and abusive conduct from individuals qualified to provide such training. The training shall meet the standards established by the Utah State Board of Education's rules and include information on:

- (1) bullying, cyber-bullying, hazing, retaliation, and abusive conduct;
- (2) discrimination under the following federal laws:
 - (a) Title VI of the Civil Rights Act of 1964;
 - (b) Title IX of the Education Amendments of 1972;
 - (c) Section 504 of the Rehabilitation Act of 1973; and
 - (d) Title II of the Americans with Disabilities Act of 1990;
- (3) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination;
- (4) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are prohibited based upon the students' or employees' actual or perceived characteristics, including race, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other physical or mental attributes or conformance or failure to conform with stereotypes; and
- (5) the right of free speech and how it differs for students, employees, and parents or guardians.

The training will also complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53G-9-704(1), and also include information on when issues relating to R277-613 may lead to student or employee discipline.

The training shall be offered to:

- (1) new school employees, coaches, and volunteers within the first year of employment or service;
- (2) all School employees, coaches, and volunteers at least once every three years after the initial training; and
- (3) all students (regardless of whether they are involved in athletics or extracurricular activities or clubs) at a frequency determined by the Director.

In addition to the training requirements described above, any student, employee, or volunteer coach participating in a School sponsored athletic program, both curricular and extracurricular, or extracurricular club or activity, shall, prior to participating in the athletic program or activity, participate in bullying, cyber-bullying, hazing, retaliation, and abusive conduct prevention training. This training shall be offered to new participants on an annual basis and to all participants at least once every three years. The School will inform student athletes and extracurricular club members of prohibited activities under R277-613 and potential consequences for violation of the law and the rule.

The School will maintain training participant lists or signatures and provide them to the Utah State Board of Education upon request.

Liaison to Utah State Board of Education

The Director or his/her designee shall act as the School's liaison to the Utah State Board of Education regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation.

Distribution of Policy and Signed Acknowledgement

The Director will inform students, parents or guardians, School employees, and volunteers that hazing, bullying, cyber-bullying, abusive conduct, and retaliation are prohibited by distributing a copy of this policy to such individuals annually. A copy of this policy will also be posted on the School's website and included in any student conduct or employee handbooks issued by the School.

On an annual basis, School employees, students who are at least eight years old, and parents or guardians of students shall sign a statement indicating that they have received this policy.

Career Path High

Fee Waiver Policy

Adopted: April 30, 2013

Revised: November 12, 2018

Revised: March 16, 2020

Revised: August 17, 2020

Reapproved: January 11, 2021

Reapproved: February 7, 2022

Reapproved: March 1, 2023

Revised: August 21, 2023

Purpose

Career Path High (the “School”) must abide by the Utah State Board of Education rules which direct the School’s Board of Directors (the “Board”) to implement a policy regarding student fees. The purpose of this policy is to provide educational opportunities for all students. This allows the School to establish a reasonable system of fees, while prohibiting practices that would exclude those unable to pay from participation in School-sponsored activities.

Policy

Under the direction of the Board, the School’s Principal (the “Principal”) is authorized to administer this policy and is directed to do so fairly, objectively, and without delay, and in a manner that avoids stigma and unreasonable burdens on students or parents/guardians.

Definitions

"Co-curricular activity" means an activity, course, or program that:

- (a) is an extension of a curricular activity;
- (b) is included in an instructional plan and supervised or conducted by a teacher or educational professional;
- (c) is conducted outside of regular School hours;
- (d) is provided, sponsored, or supported by the School; and
- (e) includes a required regular School day activity, course, or program.

“Curricular activity” means an activity, course, or program that is:

- (a) intended to deliver instruction;
- (b) provided, sponsored, or supported by the School; and

(c) conducted only during School hours.

"Extracurricular activity"

- (a) means an activity, a course, or a program that is:
 - (i) not directly related to delivering required instruction;
 - (ii) not a curricular activity or co-curricular activity; and
 - (iii) provided, sponsored, or supported by the School.
- (b) does not include a noncurricular club as defined in Section 53G-7-701.

"Fee" means a charge, expense, deposit, rental, or payment:

- (a) regardless of how the charge, expense, deposit, rental, or payment is termed, described, requested, or required directly or indirectly;
- (b) in the form of money, goods, or services; and
- (c) that is a condition to a student's full participation in an activity, course, or program that is provided, sponsored, or supported by an LEA.

"Fee" includes:

- (a) charges or expenditures for a School field trip or activity trip, including related transportation, food, lodging, and admission charges;
- (b) payments made to a third party that provides a part of a School activity, class, or program;
- (c) charges or expenditures for classroom instructional equipment or supplies;
- (d) charges or expenditures for School activity clothing; and
- (e) a fine other than a fine described below.

"Fee" does not include:

- (a) a student fine specifically approved by an LEA for:
 - (i) failing to return School property;
 - (ii) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior, or as described in Utah Code 53G-8-212; or
 - (iii) improper use of School property, including a parking violation;
- (b) a payment for School breakfast or lunch;
- (c) a deposit that is:
 - (i) a pledge securing the return of School property; and
 - (ii) refunded upon the return of School property;
- (d) a charge for insurance, unless the insurance is required for a student to participate in an activity, course, or program; or
- (e) money or another item of monetary value raised by a student or the student's family through fundraising.

“Instructional equipment or supplies”

- (a) means an activity-, course-, or program-related supply or tool that:
 - (i) a student is required to use as part of an activity, course, or program in a secondary school;
 - (ii) becomes the property of the student upon exiting the activity, course, or program, and
 - (iii) is subject to a fee waiver;
- (b) does not include School equipment.

"Non-waivable charge" means a cost, payment, or expenditure that:

- (a) is a personal discretionary charge or purchase, including:
 - (i) a charge for insurance, unless the insurance is required for a student to participate in an activity, class, or program;
 - (ii) a charge for college credit related to the successful completion of:
 - (A) a concurrent enrollment class; or
 - (B) an advanced placement examination; or
 - (iii) except when requested or required by the School, a charge for a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item;
- (b) is subject to sales tax as described in Utah State Tax Commission Publication 35, Sales Tax Information for Public and Private Elementary and Secondary Schools; or
- (c) by Utah Code, federal law, or State Board of Education rule is designated not to be a fee, including:
 - (i) a school uniform as provided in Utah Code § 53G-7-801;
 - (ii) a school lunch; or
 - (iii) a charge for a replacement for damaged or lost School equipment or supplies.

"Provided, sponsored, or supported by the School"

- (a) means an activity, class, program, club, camp, clinic, or other event that:
 - (i) is authorized by the School; or
 - (ii) satisfies at least one of the following conditions:
 - (A) the activity, class, program, club, camp, clinic, or other event is managed or supervised by the School, or a School employee in the employees School employment capacity;
 - (B) the activity, class, program, club, camp, clinic, or other event uses, more than inconsequentially, the School's facilities, equipment, or other School resources; or
 - (C) the activity, class, program, club, camp, clinic, or other event is supported or subsidized, more than inconsequentially, by public funds, including the School's activity funds or minimum school program dollars.

- (b) does not include an activity, class, or program that meets the criteria of a noncurricular club as described in Title 53G, Chapter 7, Part 7, Student Clubs.

“Provision in lieu of fee”

- (a) means an alternative to fee payment; and
- (b) may include a plan under which fees are paid in installments or under some other delayed payment arrangement or a service in lieu of fee payment agreement.

"Requested or required by the School as a condition to a student's participation" means something of monetary value that is impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:

- (a) fully participate in school or in a School activity, class, or program;
- (b) successfully complete a School class for the highest grade; or
- (c) avoid a direct or indirect limitation on full participation in a School activity, class, or program, including limitations created by:
 - (i) peer pressure, shaming, stigmatizing, bullying, or the like; or
 - (ii) withholding or curtailing any privilege that is otherwise provided to any other student.

“School activity clothing” means special shoes or items of clothing:

- (a) that meets specific requirements, including requesting a specific brand, fabric, or imprint; that the School requires a student to provide; and that become the property of the student upon exiting the activity, course, or program; and
- (b) that are required to be worn by a student for an activity-, course-, or a program-related activity.

“School activity clothing” does not include:

- (a) a school uniform; or
- (b) clothing that is commonly found in students’ homes.

“School equipment” means a machine, equipment, facility, or tool that:

- (a) is durable;
- (b) is reusable;
- (c) is consumable;
- (d) is owned by a secondary school; and
- (e) a student uses as part of an activity, course, or program in a secondary school.

"Something of monetary value"

- (a) means a charge, expense, deposit, rental, fine, or payment, regardless of how the payment is termed, described, requested or required directly or indirectly, in the form of money, goods or services; and
- (b) includes:
 - (i) charges or expenditures for a School field trip or activity trip, including related transportation, food, lodging, and admission charges;
 - (ii) payments made to a third party that provide a part of a School activity, class, or program;
 - (iii) classroom textbooks, supplies or materials;
 - (iv) charges or expenditures for school activity clothing; and
 - (v) a fine, except for a student fine specifically approved the School for:
 - (A) failing to return School property;
 - (B) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior; or
 - (C) improper use of School property, including a parking violation.
- (c) does not include a payment or charge for damages, which may reasonably be attributed to normal wear and tear.

“Textbook”

- (a) means instructional material necessary for participation in an activity, course, or program, regardless of the format of the material;
- (b) includes:
 - (i) a hardcopy book or printed pages of instructional material, including a consumable workbook; or
 - (ii) computer hardware, software, or digital content; and
- (c) does not include instructional equipment or instructional supplies.

“Waiver” means a full release from the requirement of payment of a fee and from any provision in lieu of fee payment.

General School Fees Provisions

The School may only collect a fee for an activity, class, or program provided, sponsored, or supported by the School consistent with School policies and state law.

If the School imposes a fee:

- (a) the fee shall be equal to or less than the expense incurred by the School in providing for a student the activity, course, or program for which the School imposes a fee; and

- (b) the School may not impose an additional fee or increase a fee to supplant or subsidize another fee, including a fee to supplant or subsidize an expense that the School incurs for:
- (i) a curricular activity; or
 - (ii) an expense for the portion of a co-curricular activity that occurs during regular school hours.

Beginning with the 2024-25 school year, the School may not sell textbooks or otherwise charge a fee for textbooks as provided in Section 53G-7-506, except for a textbook used for a concurrent enrollment, International Baccalaureate, or Advanced Placement course.

All fees are subject to the fee waiver requirements of this policy.

The School shall not charge a fee that is general in nature and for a service or good that does not have a direct benefit to the student paying the fee. In addition, except as set forth in this policy with respect to fees for life-cycle replacement costs for School equipment, the School may not charge a fee for School equipment.

Fees for Classes & Activities During the Regular School Day

Fees may be charged in grades 9-12 in connection with an activity, class, or program provided, sponsored, or supported by the School that takes place during the regular school day if the fee is noticed and approved as provided in R277-407 and is allowed to be charged by state law. All such fees are subject to waiver. In addition, if an established or approved class requires payment of fees or purchase of items in order for students to fully participate and to have the opportunity to acquire skills and knowledge required for full credit and highest grades, the fees or costs for the class are subject to waiver.

In project related courses, projects required for course completion will be included in the course fee.

Secondary students may be required to provide their own student supplies, subject to the fee waiver requirements of this policy.

The School may charge students in grades 9-12 a fee for a curricular activity or a co-curricular activity that is not required for the instruction of established core standards as described in Utah Code § 53E-4-202 or § 53E-4-204 and that is an elective. However, beginning with the 2025-26 school year, the School may not charge students in grades 9-12 a fee for a curricular activity or a co-curricular activity that is required for the instruction of established core standards as

described in Utah Code § 53E-4-202 or § 53E-4-204, and that is not an elective, unless the fee is for the following:

- (a) instructional equipment or supplies;
- (b) a driver education course described in Utah Code § 53G-10-503;
- (c) charter school application processing in accordance with Utah Code § 53G-6-503; or
- (d) competency remediation programs in accordance with Utah Code § 53G-9-803;
- (e) the life-cycle replacement costs for School equipment directly related to the co-curricular activity;
- (f) a music instrument rental; or
- (g) school activity clothing.

If the School charges a fee for a co-curricular activity as set forth above, a fee for the portion of the co-curricular activity that is during the regular school day is limited to the fees described in subsections (a)-(g) above.

Fees for Adult Education and Advanced Courses

The School may charge students in grades 9-12 fees for an adult education course or for tuition, college credit, an exam, or a textbook for an Advanced Placement course, an International Baccalaureate course, or a concurrent enrollment course, as described in Utah Code § 53G-7-503(4).

Fees for Remediation Programs

The School may charge students in grades 9-12 fees to participate in the School's remediation programs.

Fees for Optional Projects

The School may require students at any grade level to provide materials or pay for an additional discretionary project if the student chooses a project in lieu of, or in addition to a required classroom project. A student may not be required to select an additional project as a condition to enrolling, completing, or receiving the highest possible grade for a course. The School will avoid allowing high cost additional projects, particularly when authorizing an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high cost project.

Fees for Activities Outside of the Regular School Day

Fees may be charged in all grades for any School-sponsored activity that does not take place during the regular school day if the fee is approved as provided in this policy and is allowed by state law and if participation in the activity is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day. Fee waivers are available for such fees.

A fee related to a co-curricular or extracurricular activity may not exceed the maximum fee amounts for the co-curricular or extracurricular activity adopted by the Board, as provided below.

Activities that use the School facilities outside the regular school day but are not provided, sponsored, or supported by the School (e.g., programs sponsored by the parent organization and/or an outside organization) may charge for participation, and fee waivers are not available for these charges.

An activity, class, or program that is provided, sponsored, or supported by the School outside of the regular School day or School year calendar is subject to this policy and state law regardless of the time or season of the activity, class, or program.

Fee Schedule

The Board will approve a Fee Schedule at least once each year on or before April 1. The Fee Schedule will establish the maximum fee amount per student for each activity and the maximum total aggregate fee amount per student per school year. No fee may be charged or assessed related to an activity, class, or program provided, sponsored, or supported by the School, including for a curricular, co-curricular or extracurricular activity, unless the fee has been set and approved by the Board, is equal to or less than the established maximum fee amount for the activity, and is included in the approved Fee Schedule.

The School will encourage public participation in the development of the Fee Schedule and related policies.

Before approving the School's Fee Schedule, the School will provide an opportunity for the public to comment on the proposed Fee Schedule during a minimum of two public Board meetings. In addition to the standard notice of Board meetings under the Open and Public Meetings Act, the School will provide notice of these Board meetings using the same form of communication regularly used by the administration to communicate with parents.

After the Fee Schedule is adopted, the Board may amend the Fee Schedule using the same process.

In connection with approving a fee schedule, the Board shall authorize each fee individually as required in Utah Code § 53G-7-503.

Maximum Fee Amounts

In connection with establishing the Fee Schedule, the Board will establish a per student annual maximum fee amount that the School may charge a student for the student's participation in all courses, programs, and activities provided, sponsored, or supported by the School for the year. This is a maximum total aggregate fee amount per student per School year.

The Board may establish a reasonable number of activities, courses, or programs that will be covered by the annual maximum fee amount.

Notice to Parents

The Principal will annually provide written notice of the School's Fee Schedule and Fee Waiver Policy to the parent or guardian of each student in the School by ensuring that a written copy of the School's Fee Schedule and Fee Waiver Policy is included with all registration materials provided to potential or continuing students each year.

The School will also post the following on its website each school year:

- (a) The School's Fee Schedule, including maximum fee amounts, and Fee Waiver Policy;
- (b) The School's fee waiver application;
- (c) The School's fee waiver decision and appeals form; and
- (d) The School's fee notice(s) for families.

Donations

The School may not request or accept a donation in lieu of a fee from a student or parent unless the activity, class, or program for which the donation is solicited will otherwise be fully funded by the School and receipt of the donation will not affect participation by an individual student.

A donation is a fee if a student or parent is required to make the donation as a condition to the student's participation in an activity, class, or program.

The School may solicit and accept a donation or contribution in accordance with the School's policies, including the Donation and Fundraising Policy, but such requests must clearly state that donations and contributions by a student or parent are voluntary.

If the School solicits donations, the School: (a) shall solicit and handle donations in accordance with policies and procedures established by the School; and (b) may not place any undue burden on a student or family in relation to a donation.

Fee Collection

The School may pursue reasonable methods for obtaining payment for fees and for charges assessed in connection with a student losing or willfully damaging school property.

The School may not exclude students from school, an activity, a class, or a program that is provided, sponsored, or supported by the School during the regular school day; refuse to issue a course grade; or withhold official student records, including written or electronic grade reports, class schedules, diplomas, or transcripts, as a result of unpaid fees.

The School may withhold the official student records of a student responsible for lost or damaged School property consistent with Utah Code § 53G-8-212 until the student or the student's parent has paid for the damages, but may not withhold a student's records required for student enrollment or placement in a subsequent school.

A reasonable charge may be imposed by the School to cover the cost of duplicating, mailing, or transmitting transcripts and other school records. No charge may be imposed for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which the student is enrolled or intends to enroll.

Consistent with Utah Code § 53G-6-604, the School will forward a certified copy of a transferring student's record to a new school within 30 days of the request, regardless of whether the student owes fees or fines to the School.

Students shall be given notice and an opportunity to pay fines prior to withholding issuance of official written grade reports, diplomas and transcripts. If the student and the student's parent or guardian are unable to pay for damages or if it is determined by the School in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then the School may provide for a program of voluntary work for the student in lieu of the payment. A general breakage fee levied against all students in a class or school is not permitted.

Fee Refunds

Student fees are non-refundable.

Budgeting and Spending Revenue Collected Through Fees

The School will follow the general accounting standards described in Rule R277-113 for treatment of fee revenue.

Beginning with the 2020-2021 school year, the School will establish a spend plan for the revenue collected from each fee charged. The spend plan will (a) provide students, parents, and employees transparency by identifying a fee's funding uses; (b) identify the needs of the activity, course, or program for the fee being charged and include a list or description of the anticipated types of expenditures, for the current fiscal year or as carryover for use in a future fiscal year, funded by the fee charged.

School Fee Collections & Accounting Procedures

It is the responsibility of the Principal to ensure that all student fees collected are in compliance with the Fee Schedule and applicable financial policies and procedures.

Fees must be received and deposited in a timely manner.

Money may only be collected by staff authorized by the Principal. Students may not collect fees.

Beginning in the 2020-21 school year, the School may not use revenue collected through fees to offset the cost of fee waivers by requiring students and families who do not qualify for fee waivers to pay an increased fee amount to cover the costs of students and families who qualify for fee waivers. However, the School may notify students and families that the students and families may voluntarily pay an increased fee amount or provide a donation to cover the costs of other students and families.

Fee Waiver Provisions

To ensure that no student is denied the opportunity to participate in a class or activity that is provided, sponsored, or supported by the School because of an inability to pay a fee, the School provides fee waivers or other provisions in lieu of a fee. Fee waivers or other provisions in lieu of a fee payment will be available to any student whose parent cannot pay a fee.

All fees are subject to waiver.

Non-waivable charges are not subject to waiver.

Fee Waiver Administration

The Principal will administer this policy and will review and grant fee waiver requests. The process for obtaining waivers or pursuing alternatives will be administered in accordance with

this policy, fairly, objectively, and without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents.

The School will not treat a student receiving a fee waiver or provision in lieu of a fee waiver differently from other students. The process for obtaining waivers or pursuing alternatives will create no visible indicators that could lead to identification of fee waiver applicants.

The process for obtaining waivers or pursuing alternatives will comply with the privacy requirements of The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA). The School may not identify a student on fee waiver to students, staff members, or other persons who do not need to know. As a general rule, teachers and coaches do not need to know which students receive fee waivers. Students may not assist in the fee waiver approval process.

Fee Waiver Eligibility

A student is eligible for a fee waiver if the School receives verification that:

- (a) In accordance with Utah Code § 53G-7-504(4), family income falls within levels established annually by the State Superintendent and published on the Utah State Board of Education website;
- (b) The student to whom the fee applies receives Supplemental Security Income (SSI). If a student receives SSI, the School may require a benefit verification letter from the Social Security Administration;
- (c) The family receives TANF or SNAP funding. If a student's family receives TANF or SNAP, the School may require the student's family to provide the School an electronic copy or screenshot of the student's family's eligibility determination or eligibility status covering the period for which the fee waiver is sought from the Utah Department of Workforce Services;
- (d) The student is in foster care through the Division of Child and Family Services or is in state care. If a student is in state care or foster care, the School may rely on the youth in care required intake form or school enrollment letter provided by a caseworker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department; or
- (e) The student qualifies for McKinney-Vento Homeless Assistance Act assistance. If a student qualifies for McKinney-Vento, verification is obtained through the School's McKinney-Vento liaison.

The School will not maintain copies of any documentation provided to verify eligibility for a fee waiver.

The School will not subject a family to unreasonable demands for re-qualification.

The School may grant a fee waiver to a student, on a case by case basis, who does not qualify for a fee waiver under the foregoing provisions but who, because of extenuating circumstances, is not reasonably capable of paying the fee.

The School may charge a proportional share of a fee or a reduced fee if circumstances change for a student or family so that fee waiver eligibility no longer exists.

The School may retroactively waive fees if eligibility can be determined to exist before the date of the fee waiver application.

Fee Waiver Approval Process

The Principal will inform patrons of the process for obtaining waivers and will provide a copy of the standard fee waiver application on the School's website and in registration materials each year.

The Principal will review fee waiver applications within five (5) school days of receipt. If the School denies a request for a fee waiver, the School will provide the decision to deny a waiver in writing and will provide notice of the procedure for appeal in the form approved by the Utah State Board of Education.

Any requirement that a student pay a fee will be suspended during any period in which the student's eligibility for a waiver is being determined or during the time a denial of waiver is being appealed.

Each year the School will maintain documentation regarding the number of School students who were given fee waivers, the number of School students who worked in lieu of fee waivers, the number of School students who were denied fee waivers, the total dollar value of student fees waived by the School, and the total dollar amount of all fees charged to students at the School, as this information may be requested by the Utah State Board of Education as part of its monitoring of the School's school fees practices.

The School shall also submit school fee revenue information in the Utah Public Education Financial System as provided in R277-113.

Appeal Process

Denial of eligibility for a waiver may be appealed in writing to the Principal within ten (10) school days of receiving notice of denial. The School shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the Principal to discuss the parent's concerns. If, after meeting with the Principal, the waiver is still denied, the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Board.

In order to protect privacy and confidentiality, the School will not retain information or documentation provided to verify eligibility for fee waivers.

Alternatives to Fees and Fee Waivers

The School may allow a student to perform service or another approved task (as described in Utah Code § 53G-7-504(2)) in lieu of paying a fee or, in the case of an eligible student, in lieu receiving a fee waiver, but such alternatives may not be required. If the School allows an alternative to satisfy a fee requirement, the Principal will explore with the interested student and his or her parent/guardian the alternatives available for satisfying the fee requirement, and parents will be given the opportunity to review proposed alternatives to fees and fee waivers. However, if a student is eligible for a waiver, textbook fees must be waived, and no alternative in lieu of a fee waiver is permissible for such fees.

The School may allow a student to perform service in lieu of paying a fee or receiving a fee waiver if: (a) the School establishes a service policy or procedure that ensure that a service assignment is appropriate to the age, physical condition, and maturity of the student; (b) the School's service policy or procedure is consistent with state and federal laws, including Section 53G-7-504 regarding the waiver of fees and the federal Fair Labor Standards Act, 29 U.S.C. 201; (c) the service can be performed within a reasonable period of time; and (d) the service is at least equal to the minimum wage for each hour or service.

A student who performs service may not be treated differently than other students who pay a fee.

The service may not create an unreasonable burden for a student or parent and may not be of such a nature as to demean or stigmatize the student.

The School will transfer the student's service credit to another LEA upon request of the student.

The School may make an installment payment plan available for the payment of a fee. Such a payment plan may not be required in lieu of a fee waiver.

The School may provide optional individual fundraising opportunities for students to raise money to offset the cost of the student's fees as provided in R277-408.

Annual Review, Approval, and Training

The Board will review and approve this policy annually.

The School will develop a plan for at least annual training of School employees on fee-related policies specific to each employee's job functions.



Administrative Student Conduct & Discipline Plan

The goal of Career Path High (CPH) is to create a safe, civil and productive learning environment. All School staff will work together to establish positive school and classroom cultures where teaching and learning are emphasized.

CPH intends for its student conduct practices to:

- Build a positive school environment that enhances school climate and safety.
- Teach and reinforce appropriate behaviors.
- Increase instructional time and academic performance.
- Create meaningful and durable behavior and lifestyle outcomes for students.
- Inspire students to become lifelong learners.
- Help students become positive and powerful contributors in any setting.

School and Classroom Management

CPH personnel will provide continuous, positive, and active monitoring of student behavior.

Understanding student misconduct as an opportunity for learning is fundamental to CPH's positive and progressive approach to appropriate behavior. CPH utilizes progressive responses to misconduct in the form of incremental intervention strategies and discipline to address inappropriate behavior with the ultimate goal of teaching positive behavior. In the context of this plan, intervention strategies are actions that provide opportunities for instruction, assessment and restoration. Discipline responses are actions that are typically viewed as consequences or punishment. With this approach, students have the space to make mistakes, learn from them and receive support to make changes in their behavior.

Every reasonable effort should be made to correct student misbehavior using intervention strategies and the least severe discipline responses possible, reserving more significant discipline, such as suspension and expulsion, for the most serious situations that warrant removal from the school environment. When staff and administration use discipline to respond to student misbehavior, it is expected that the discipline response will be paired with one or more intervention strategies to provide a balanced approach to supporting behavior change in students.

All intervention strategies and discipline should be selected and implemented to help students learn from their mistakes and be supported to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Take responsibility for their actions
- Learn pro-social strategies and skills to use in the future

- Understand the progression of more stringent consequences if the behavior reoccurs

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 a progressive manner that is most supportive of student needs.

Effective consequences display the following characteristics:

- Gradual, progressing from less severe to more severe as misbehavior is repeated.
 - This sends the message that students have the potential to behave and simply need to understand and choose to follow the expectation. When they repeat the misbehavior, they choose the more severe consequences.
- Natural and/or logical.
 - Natural consequences follow from the event or situation, as students are allowed to experience the outcome of their poor behavior, highlighting the rationale of the rule. Logical consequences are structured learning opportunities arranged to teach appropriate behavior.
- Maintain the dignity of the student.
 - Consequences should be consistent from student to student, and delivery of consequences should always address the particular behavior in question, not the student and his or her behavioral history.
 - Respect that we are all different and adapt the consequence for the situation and student.

Adequate Adult Supervision

In order to help ensure that behavior expectations are consistently monitored and enforced, CPH will ensure that adequate adult supervision is maintained in classrooms, hallways, lunch spaces, learning centers, and other areas of the school building, during field trips, and during other school-sponsored activities.

Effective Classroom Management

Foundational to supporting positive behavior in all students is the use of effective classroom management strategies. The goal of proactive and positive classroom management is to develop students who are responsible, motivated, and highly engaged in meaningful tasks. In many cases, effective classroom management practices will reduce the occurrence of behaviors that require intervention strategies and disciplinary responses.

Examples of effective classroom management strategies include but are not limited to developing and maintaining positive relationships with students, verbal redirection or correction, changing student seating, re-teaching behavior expectations, speaking privately with students about misbehavior, using nonjudgmental language, reinforcing positive student behavior and listening to students' perspectives about situations that result in misbehavior. When typical classroom management strategies are insufficient to address student misbehavior, intervention strategies are essential to supporting students to make meaningful, sustainable changes in their behavior. Given certain circumstances, some misbehaviors warrant the use of disciplinary responses in addition to intervention strategies.

Examples of effective classroom management strategies include but are not limited to:

- developing and maintaining positive relationships with students
- reinforcing positive student behavior
- listening to students' perspectives about situations that result in misbehavior
- responding with empathy
- re-teaching behavior expectations
- delayed consequences
- the pyramid of short-term recovery settings
- one-sentence interventions
- one-liner antidotes
- offer choices
- verbal redirection or correction
- changing student seating
- speaking privately with students about misbehavior
- using nonjudgmental language

When typical classroom management strategies are insufficient to address student misbehavior, intervention strategies are essential to supporting students to make meaningful, sustainable changes in their behavior. Given certain circumstances, some misbehaviors warrant the use of disciplinary responses in addition to intervention strategies.

STOIC System for Classroom Management

- **Structure** – Organize the classroom for success
 - Teachers will create and use an effective classroom routines.
 - Physical space will be arranged effectively.
 - Teachers will use appropriate attention signals.
 - Teachers will establish 3-5 positively stated classroom expectations that describe specific and observable behaviors that students are expected to exhibit at all times.
 - Expectations will be posted.
- **Teach Expectations** – Teach students how to behave responsibly in the classroom
 - Teachers will establish clear expectations for classroom activities
 - **Conversation** – Can students talk to each other during this transition? If so, at what volume?
 - **Help** – How can students get the teacher's attention and/or get questions answered during the activity?
 - **Activity** – What is the objective of the activity, and what is the expected end product?
 - **Movement** – Can students move about during the activity?
 - **Participation** – What does appropriate student behavior look like during this activity, and how should students show they are fully participating?
- **Observe** – Supervise and monitor student behavior
 - Circulate and scan the classroom
 - Model friendly, respectful behavior while monitoring
 - Track classroom behavior problems to gather data
- **Interact positively with students**
 - Interact with all students in a welcoming manner

- Display enthusiasm
- Offer non-contingent attention
- Strive for a 4 to 1 ratio of positive to corrective interactions
- Provide positive feedback that is:
 - Accurate
 - Specific and descriptive
 - Contingent
 - Age appropriate
 - Fits personal style
- Correct inappropriate behavior fluently so as to not disrupt the flow of instruction
 - Key concepts for correcting misbehavior:
 - Preplan corrective responses
 - Evaluate whether the targeted behavior decreases
 - Make sure correction efforts address the cause
 - Corrective consequences alone are not likely to eliminate the targeted behavior
 - Attributes:
 - Calmly
 - Consistently
 - Immediately
 - Briefly
 - Respectfully

Intervention Strategies

Intervention strategies are actions that provide opportunities for instruction, check for understanding, assessment and restoration with natural consequences. Examples of intervention strategies to be used in the School include but are not limited to:

- Win-Win agreements (Behavior Contracts)
Win-win agreements are Behavior Contracts that create agreements between the student and staff about behavior expectations and how the student will be supported to meet the expectations. Monitoring of the contract can include student self-charting of behavior, staff feedback about progress after each class period, etc. and include reinforcers for success and natural consequences for continuing problems.
- Behavior Assessment/Behavior Intervention Plans
Behavior Intervention Plans are developed based on observations and/or assessments of the student's behavior. The observation/assessment results are used to develop a plan for consistent instruction and intervention to support behavior change.
- Tier 1 and Tier 2 Social Emotional Learning (SEL)
This instruction provides SEL instruction for students on areas of needed growth. Examples include anger management, social skills, conflict resolution and self-advocacy.
- Check-in Check-Out
Students check in with their Success Coaches at the beginning and at the end of each school day to receive positive contact, proactive strategies, pre-corrects, win-win agreements, reminders of school-wide expectations, etc.
- Conflict Resolution

Students are supported and empowered to take responsibility for peacefully resolving conflicts. Students are taught skills including showing empathy, sending a powerful message, offering choices, anger management strategies, active listening and effective communication.

- Restorative Practices

Interventions are designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation. Restorative practices include engaging with a student in a restorative dialogue, supporting students to make an apology and repair harm, facilitating a restorative circle, etc.

Effective Instructional Practices for Teaching Student Expectations

CPH will implement a rich and engaging curriculum using a variety of effective teaching strategies to establish expectations and instruct students to foster skills of highly effective students, regarding self-discipline, citizenship, civic skills, and social skills. These skills will be taught throughout the school year, including when new students enroll. Schoolwide expectations regarding behavior throughout the school will be taught consistently across all grade levels. These expectations will be posted in their respective areas.

Uniform and Equitable Methods for Correction of Student Behavior

CPH recognizes that behavior usually happens for and is maintained by the desire for one or more of the following:

- Obtain or avoid something tangible, including an activity or task
- Obtain or avoid teacher or peer attention
- Obtain or avoid physiological, mental or sensory stimulation of some kind

In order to effectively reinforce desired behavior, CPH will:

- Clarify specific behaviors being targeted
- Focus on the presence of responsible behaviors versus the absence of irresponsible behaviors
- Reinforce both improvement and mastery of desired behaviors
- Provide reinforcement that is meaningful
- Provide opportunities for all students
- Increase the ratios of positive to corrective interactions with students

In order to improve behavior, CPH recognizes that staff members can manipulate five variables:

- Structure and organize school settings to promote desirable behavior
- Teach students how to behave responsibly in all school settings
- Observe and properly supervise student behavior
- Interact positively with students
- Correct irresponsible behavior calmly, consistently, and immediately in the setting in which the behavior occurred

School-wide instruction and reinforcement of behavioral expectations will take place through:

- Orientation to student expectations and rules through assemblies or classroom discussions at the beginning of the year
- Expectations posted and reinforced throughout the school

- Reminders in daily announcements and school newsletters
- All personnel model desired behavior

School and classroom procedures will be taught through the method of:

- Teach, model, and review the procedures explicitly
- Practice the procedures
- Praise and give extra encouragement to those who need it
- Conduct periodic reviews, especially after extended breaks, of procedures and revise them as needed

Social and academic teaching will be integrated within and across the curriculum using Love and Logic principles and Portrait of a Graduate characteristics expected behaviors will be posted in common areas and taught through the process of:

- Using multiple examples and non examples, both positive and negative (Only teachers will model non-examples)
- Teaching in settings where the behavior is expected to happen
- Providing frequent positive practice with useful corrections
- Acknowledging and reinforcing expected behavior
- Teaching it the same way academic content is taught

Behavior expectations in classrooms, hallways, lunch spaces, and restrooms will be communicated to students by explaining what such behavior looks like and sounds like. These expectations will be posted in all such common areas.

CPH will teach social skills instruction using Love and Logic and Portrait of a Graduate characteristics.

- Utah's Portrait of a Graduate identifies the ideal characteristics for students to strive to attain by the time they graduate from high school and include:
- Communication
- Critical Thinking & Problem Solving
- Creativity & Innovation
- Collaboration & Teamwork
- Honesty, Integrity & Responsibility
- Hard Work & Resilience
- Lifelong Learning & Personal Growth
- Service
- Respect

Love and Logic provides low stress strategies for highly successful educators.

Through implementing the Portrait of a Graduate characteristics, students will develop age appropriate social and emotional skills through lessons that promote positive interactions within the community.

Employees will neutralize students arguing through empathy and consistent Love and Logic antidotes, implement delayed consequences, show empathy, provide a recovery process, and develop appropriate teacher/ student relationships. If a student feels that something is unfair they may give reasoning as to why they feel it is unfair or may be revisited at a later time.

Systematic Reinforcement of Expected Behaviors

CPH will provide regular, frequent, and positive acknowledgments and reinforcement for student displays of academic and social behavior success. Staff members will make concerted efforts to ensure that every student receives positive interactions with adults and will seek to spend more time acknowledging and promoting appropriate behavior than responding to irresponsible behavior.

Staff members will also recognize appropriate student behavior by providing reinforcers (such as PBIS tickets) for positive behavior and congratulating students for demonstrating behavior that satisfies specific expectations.

Staff members will be mindful of balancing intrinsic and extrinsic rewards for students.

Staff Development Program and Training of Appropriate School Personnel

CPH expects all staff members to model the same positive social behaviors and values that are expected of students.

CPH will ensure that staff members receive training in:

- crisis intervention and emergency safety intervention consistent with evidence-based practice (Tier I interventions, and select employees will receive additional crisis intervention and resolution training)
- development of student behavior expectations
- effective instructional practices for teaching and reinforcing behavior expectations
- effective intervention strategies
- effective strategies for evaluation of the efficiency and effectiveness of interventions (a student study team, teacher mentor groups, teacher reflections, and/or instructional coach observations).

Annual Data-Based Evaluations of Efficiency and Effectiveness

For data gathering purposes, staff members will document behavior incidents in the behavior module in Aspire. Reported incidents will include WHO, WHAT, WHEN, WHERE, and any other pertinent details, including witnesses. The category/type of the incident (defiance of authority, disruption of class instruction, inappropriate language, fighting, disrespectful to adults, inappropriate touching, etc.), and the severity will also be reported.

Behavior data will be analyzed by team leads during weekly team meetings and by administration and other school leadership team members on a regular basis. The results will be used to plan adjustments and areas of emphasis in addressing behavior issues.

Staff members and students will be asked annually to respond to a survey with the following questions:

- Do students feel safe in (classrooms, halls, restrooms, lunch spaces)?
- Are students taught how to behave responsibly in (classrooms, halls, restrooms, lunch spaces)?
- Do students treat other students respectfully in (classrooms, halls, restrooms, lunch spaces)?
- Do students treat staff respectfully in (classrooms, halls, restrooms, lunch spaces)?
- Do staff treat students respectfully in (classrooms, halls, restrooms, lunch spaces)?
- What behaviors in this area make students/staff feel unsafe or disrespected?
- What can students/staff do in this area to make others feel safe and respected?

The results of these surveys will be analyzed by CPH's leadership team. The results will be shared with staff members and will be used to plan adjustments and areas of emphasis in addressing behavior issues.

When misbehavior approaches unacceptable levels, staff members will consider:

- Are behavior expectations clear?
- Are expectations being taught and re-taught as necessary?
- Is the area/activity structured appropriately for success?
- Is supervision and monitoring adequate, consistent, and not based on emotions?

Student Behavior Expectations

Students should:

- Know and follow all school rules and instructions given by school staff
- Contribute to a safe learning environment by behaving respectfully and safely
- Show respect and courtesy to all students, staff and school visitors, this includes respecting the property of others
- Reporting harmful or dangerous situations to an adult

School Expectations and Norms Should be Posted Throughout the School



Respect Environment

I monitor my voice and tone to ensure that everyone can learn and focus.

I take care of the physical space by making sure that all beverages have lids and that I clean up after myself.

I ensure the safety of others by placing my belongings where they do not obstruct paths.

Engage

I actively engage in my curriculum and work with my instructors in their Learning Center areas.

I limit distractions by placing my phone away and staying within the curriculum platform or other school approved resources.

Respect Others

I keep my communication and actions positive towards others and self.

I actively listen and comply with instructor requests.

I treat everyone with kindness and respect.

These expectations are most likely to be met when understood, practiced and maintained. When these expectations are not met, prompt and appropriate interventions will be implemented to first restore order and safety in the classroom or school environment with the ultimate goal of assisting students to make appropriate behavioral choices.

Principles of Behavior

Behavior is defined as follows:

- Anything an individual says or does; Behavior is observable.
- Occurs as a response to one's environment; There are antecedents to behavior.
- Serves a function or purpose; There is a "why" that contributes to the behavior.
- Results in a desired outcome; There are consequences or reinforcers that contribute to the behavior.
- Predictable
- Learned; It is possible to teach replacement behaviors.
- Can be changed; It is possible to change behavior and produce different outcomes.

CPH's approach to student behavior considers the following principles:

- Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher by considering the antecedent, behavior and consequences.

- Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
- Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
- Misbehaviors will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
- Students will be encouraged to request a “due process” hearing whenever consequences appear to be unfair.
- School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

The Behavior Response Chart below is provided to guide staff and administrator decisions about how to respond to disruptions. It is critical that the following factors be considered prior to determining the appropriate intervention strategy:

- The student’s age, maturity and understanding of the impact of their behavior
- The student’s willingness to repair the harm caused by the behavior
- The student’s disciplinary record including the nature of prior misconduct and interventions and/or consequences previously applied, etc.)
- The nature, severity and scope of the behavior
- The circumstances and context in which the misconduct occurred
- The student’s IEP, BIP or 504 Plan, if applicable

CPH follows this tiered behavior system:

Tiered Behavior System

<p>Level 1 Behaviors are misbehaviors that staff members can often correct in the setting in which they occur. The staff member may not need other staff members to take additional action. Staff member assigns a corrective technique and documents in Aspire. List of behaviors and corrective techniques are not all-inclusive.</p>	
BEHAVIORS	CORRECTIVE TECHNIQUES MAY INCLUDE
<p>Early Stages of:</p> <ul style="list-style-type: none"> ● Gossiping ● Teasing about possessions, clothes ● Calling names or making insulting remarks ● Threatening looks ● Ignoring direction ● Misuse of electronic devices ● Mild pushing ● Dishonesty, including cheating ● Public displays of affection 	<ul style="list-style-type: none"> ● Restorative practices ● Nonverbal or verbal correction ● Time out ● Time owed ● Loss of privilege in the environment ● Conference with the teacher ● Behavior Improvement form (Ex: Think sheet) <p>Following any correction: Debrief with student</p>

Persistent level 1 behaviors may lead to level 2 or 3 corrective techniques and administrative involvement.
 Level 2 behaviors may or may not require immediate administrative involvement. Staff member assigns a corrective techniques and documents in Aspire.

BEHAVIORS	CORRECTIVE TECHNIQUES MAY INCLUDE
Pattern of: <ul style="list-style-type: none"> • Insulting someone’s size, intelligence, race, ability, gender, disability, or sexual orientation, etc. • Chronic gossip • Threatening physical harm • Mild physical aggression • Defacing property • Repeated misuse of electronic devices • Public displays of affection 	<ul style="list-style-type: none"> • Restorative practices • Verbal correction • Time out • Parent contact/conference • Structured seating • Alternate activity • Silent Lunch • Suspension (in or out of school) • Behavior improvement plan Following any correction: Debrief with student

Persistent level 1 and 2 behaviors that persist despite previous consequences and interventions may lead to level 3 corrective techniques and administrative involvement and are document in Aspire.
 Level 3 behaviors may warrant immediate removal from the environment in which the behavior occurred and require immediate administrative involvement and are documented in Aspire.

BEHAVIORS	CORRECTIVE TECHNIQUES MAY INCLUDE
<ul style="list-style-type: none"> • Any prior behavior escalated to this level or that persists despite prior corrective action • Harassment, bullying, hazing • Fighting • Destroying personal property or theft • Repeated acts of violence or threats of violence • Physical assault • Use or possession of prohibited items: i.e. Weapon • Use, possession or distribution of tobacco or controlled substances • Misuse of technology • Public displays of affection 	<ul style="list-style-type: none"> • Any consequences and responses at Level 1 and Level 2 • Restorative practice • Parent contact/conferences • Exclusion from Extra-curricular activities • Short term skill group • Suspension (in or out of school) • Expulsion • Contact law enforcement • Behavior improvement plan Following any consequence: Debrief with student

CPH uses tiered levels of corrective techniques to improve inappropriate and disruptive behavior. The chart above includes many, but not all possible behaviors or corrective techniques. Each behavior may be assigned to one or more corrective techniques. If the inappropriate or disruptive behavior is assigned to two or more levels, the lowest level should be used first. For example, if a student engages in cheating, school staff should first use corrective techniques in Level 1 before moving to Level 2.

Progressive responses are confined to the current school year. At the beginning of each academic year, every student begins with a clean slate and interventions for inappropriate and disruptive behavior should be the lowest assigned response level for a first occurrence of the behavior within the school year.

Escalating Factors

During the course of a school year, a student's first violation of a given behavioral violation will usually merit a response of a lesser degree than subsequent violations. Level of response may vary based on the severity of the current violation. In instances where student conduct significantly impacts the property, health, and/or safety of others or causes significant disruption to the learning environment, a more severe form of response may be warranted even if it is a first offense.

There are three factors that escalate the disciplinary response from the response level at which it would typically be addressed to a higher response level. These factors are:

1. Conduct that Causes a Serious Physical Injury

Serious physical injury is a bodily harm that results in one or more of the following:

- a. substantial risk of death
- b. permanent deformity or defect
- c. coma
- d. permanent or extended condition that causes extreme pain
- e. permanent or protracted loss or impairment of the function of any body part or f. results in admission to a hospital

Serious physical injury includes, but is not limited to, fractured or broken bones (including the nose), concussions and cuts and/or wounds requiring stitches. In all cases where a student's conduct results in the serious physical injury of another person, regardless of level of conduct, the conduct will be handled at Response Level 4.

2. Conduct that Results in a Loss of Instructional Time

A student whose conduct results in a significant loss of instructional time for one or more students will be subject to the disciplinary consequences under the next, higher response level (i.e. a Response Level 2 behavior will be subject to Response Level 3 consequences).

A significant loss of instructional time results when the combined amount of lost instructional time for all affected students equals 110 or more hours.

3. Conduct that Results in Significant Property Damage or Loss

A student whose conduct results in significant property damage or loss will be subject to the disciplinary consequences under the next higher response level (i.e. a Response Level 2 behavior will be subject to Response Level 3 consequences). Significant property damage or loss results when the damaged or lost property has a value of more than \$1,000.00. The value of the damaged property is determined by the lesser of the repair or replacement cost.

Recovery Process

Recovery responses are actions that are typically viewed as disciplinary consequences to eliminate disruptions. Parents should always be notified by the classroom teacher when a student's behavior warrants recovery. Administration will notify parents of office and home recovery placements.

Examples of recovery responses that may be used in the School include but are not limited to:

- Recovery in class
 - Students move to a different location within the classroom
 - Students may lose opportunities in the classroom such as participating in free time activities, etc.
- Recovery in another classroom or designated location
 - Students are assigned to an alternate location.
- Office Recovery
 - Students are assigned by an administrator to work in a designated space within the School for an appropriate period of time.
- Home Recovery
 - Students are assigned to home recovery for a designated number of days based on the severity of the infraction and other mitigating and escalating factors. Home recovery will be followed by a restorative re-engagement conference to involve the student, parent and appropriate CPH staff.
- Expulsion
 - Students are removed from the School environment following the process established in the Student Conduct and Discipline Policy and Administrative Procedures.

Repeated Acts of Misconduct

If, during the course of the school year, a student engages in five or more distinct acts of misconduct at a single response level (i.e. the separate Response Level 1 behaviors), the fifth incident of misconduct will be subject to the disciplinary consequences under the next, higher response level (i.e. Response Level 2 consequences). However, multiple Response Level 3 violations will not result in Response Level 4 consequences.

Suspension (Response Level 3 and Response Level 4)

Response Level 3 conduct can result in a student being suspended from school for 1 to 3 days unless prohibited by the IDEA and/or state law. Response Level 4 conduct typically requires the student be suspended from school unless prohibited by the IDEA and/or state law. Suspension and expulsion will take place as provided in the School's Student Discipline and Conduct Policy and Administrative Procedures.

Expulsion (Response Level 4 Conduct)

Response Level 4 conduct typically results in a student being recommended for expulsion from school. Expulsion will take place as provided in the CPH Student Discipline and Conduct Policy.

Policies Relating to the Use and Abuse of Alcohol and Controlled Substances by Students

As provided in the Student Conduct and Discipline Policy and Administrative Procedures, the use, control, possession, distribution, sale, or arranging for the sale of alcohol or an illegal drug or controlled substance is ground for suspension or expulsion.

Procedures Related to Bullying Activities (including bullying, cyber-bullying, hazing, retaliation, abusive conduct)

CPH begins with the premise that all students should have access to support to prevent the development and occurrence of problem behavior, including bullying behavior (including bullying, cyber-bullying, hazing, retaliation, and abusive conduct). In order to avoid stigmatizing students, school staff will emphasize what a student does and where it occurs. Therefore, instead of labeling a student as a bully or victim, the emphasis will be on labeling the behavior, such as name-calling, teasing, intimidation, verbal aggression, etc. Bullying behavior will always be described in connection with the context in which it occurs, such as cyberspace, hallway, field trips, or some other specific setting.

CPH recognizes that successful prevention of bullying is linked directly to teaching both adults and students (a) what bullying looks like, (b) what to do before and when bullying behavior is observed, (c) how to teach others what to do, and (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior.

As with other behavior that does not meet established expectations, CPH takes a multi-tiered approach to preventing bullying and other disruptive behavior.

At Tier 1, all students and staff are taught directly and formally about how to behave in safe, inclusive, respectful, and responsible ways across all school settings. The emphasis is on teaching and encouraging positive social skills and character traits. Effective Tier 1 prevention strategies are intended to support most students and then to identify when more intensive and specialized (Tier 2 and 3) is required. The strategy is not to simply increase the severity and number of punishing consequences for bullying behavior.

At Tier 2, students whose behaviors do not respond to Tier 1 supports are provided additional preventive strategies that involve (a) more targeted social skills instruction, (b) increased adult monitoring and positive attention, (c) specific and regular daily feedback on their behavioral progress, and (d) additional academic supports, if necessary.

At Tier 3, students whose behaviors do not respond to Tier 1 and 2 supports are provided intensive preventive strategies that involve (a) highly individualized academic and/or behavioral intervention planning; (b) more comprehensive, person-centered and function-based wrap around processes; and (c) school-family-community mental health supports.

Notice to Employees

The administration has included this plan in the employee handbook which is distributed annually to each employee.

Gang Prevention and Intervention

School employees will be aware of potential gang activities, as defined in the Student Conduct and Discipline Policy and Administrative Procedures, and such activities will be subject to discipline as set forth in that policy and the procedures.

Reports Received Through the School Safety and Crisis Line

The School may receive a report through the SafeUT Crisis Line established under Utah Code § 53B-17-1202, regarding (i) unsafe, violent, or criminal activities, or the threat of such activities at

or near a public school; (ii) incidents of bullying, cyberbullying, harassment, or hazing; and (iii) incidents of physical or sexual abuse committed by a school employee or school volunteer; or involving situations where there is a need for crisis intervention, including suicide prevention, to individuals experiencing emotional distress or psychiatric crisis.

In other cases not reported through the SafeUT Crisis Line, students involved should report incidents to a teacher/aide, school administration, and/ or school counselor. The Director or assigned designee shall promptly investigate all allegations and report findings to appropriate parties such as, but not limited to parents, counselors, administration, police, or DCFS.

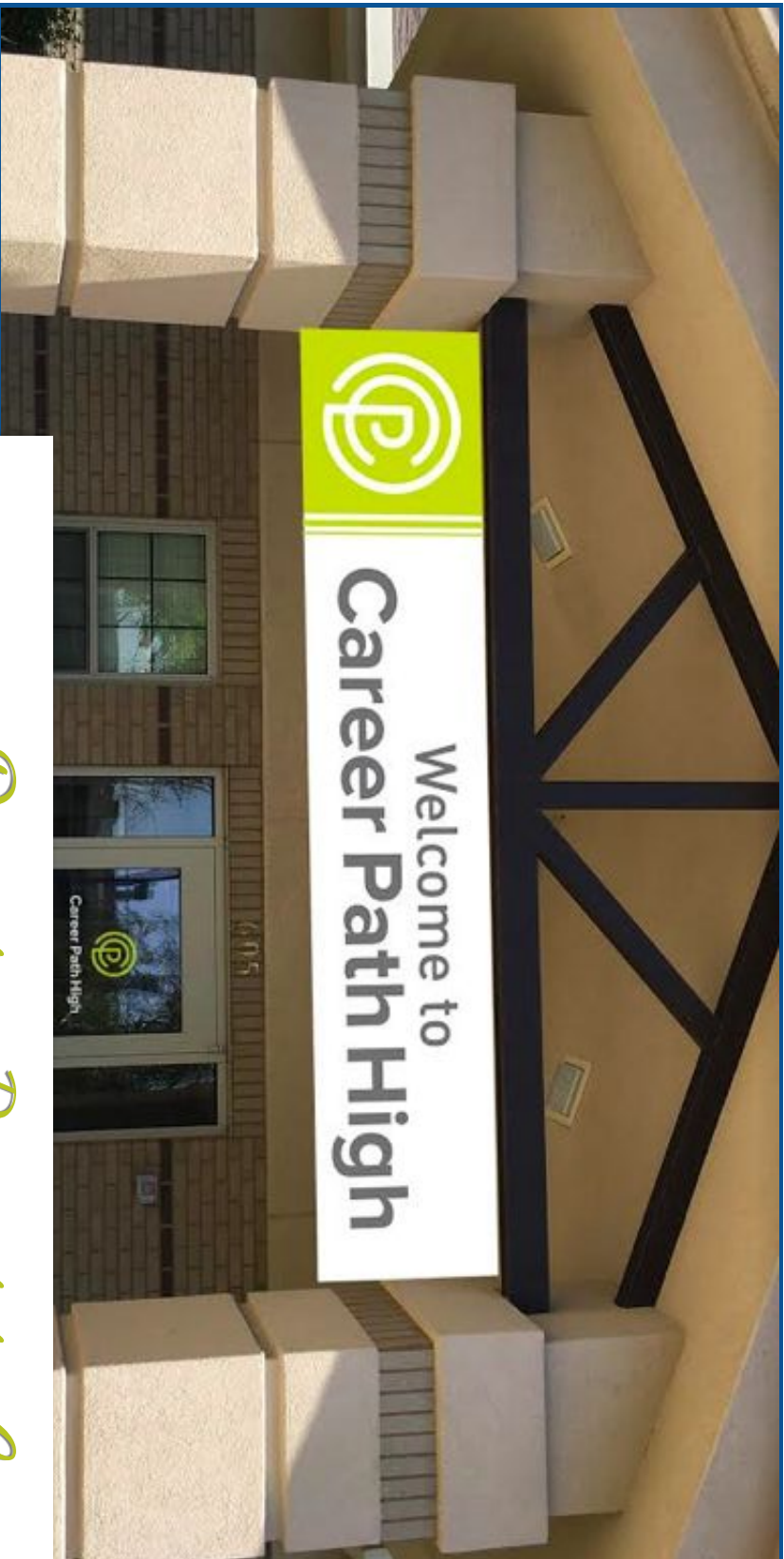
In the event that Career Path High receives such a report, through the SafeUT Crisis Line or otherwise, Administration and the School Counselor will be involved and investigate, contact and notify appropriate parties, and intervene as appropriate.

Protections for Students with a Disability

Nothing in this Plan diminishes any student rights as under or in connection with the Individual with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act, or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law and shall not be removed from the learning environment except as such actions are undertaken in accordance with applicable legal requirements.

Law Enforcement and Emergency Services

In connection with student conduct and discipline matters, the School may utilize and coordinate with law enforcement as described in the School's Student Conduct and Discipline Administrative Procedures. This may include, but is not limited to, investigations of criminal conduct, maintaining and/or restoring a safe and orderly educational environment, and preventing injury to persons or property. In cases of emergency (e.g., medical emergencies, serious fights or assaults, serious threats, etc.), the School will call 911.



*Director's Report to Career
Path High Board*

September 21, 2024



Repasting Items

- Enrollment
- Staff
- Q1 Completion Rates
- Q1 Highlights
- 2023-2024 Report Card
- HB 84 - School Safety
- School Improvement Plan
- 2024 - 2025 Goals
- 2024 - 2025 Priorities

Enrollment

Utah Career Path High

Reports 5

2024 **2025** 2026

Enrollment	Status	Race	Sex	Advisors	Graduate Seniors			
				Registered 0				Enroll
Active		Grade:	9	10	11	12	Total	
			19	36	47	44	146	
Withdrawn			2	9	5	7	23	
Effective 10/16/2024			21	45	52	51	169	

- Charter Connect - working on SEO and social media campaigns
- Schola - enrollment outreach and follow up
- myLottery - New lottery system with improved messaging





Leadership Team

Stacey Hutchings	Director/Principal
Jessica Aydlette	Assistant Principal
Joshua Epperson	Special Education Director
Alexis Leavitt	School Counselor
Lauren Perkins	CTE Coordinator / PE & Health Teacher

General Education Teachers

Jessika Chandler	English & Lead Teacher
Karen MacDonald	English & Lead Teacher
Stephanie Wilson	Math
Deveri Thornton	Math
Mark Abercrombie	Math & Science
Dawn Farnbro	Science
Grant Beaty	Social Studies
Cliff Green	Social Studies
Sawyer Watts	Art

Special Education Team

Scott Paradis	Teacher
Kady Coombs	Paraprofessional
Alycia Wilkins	Paraprofessional

Paraprofessionals

Rachel Daniels	Attendance Clerk
Justin Wood	

Secretaries

Mindy Loyola	Tech, Facilities, Lunch
Liz Held	Registrar, Finance
Kate Stevenson	Registrar

Staffing



Career Path High
Go to high school, graduate with a career.

Completion Rates

1st Quarter 2024-2025

Completion Rate By Grade

Grade Level	Completion Rate
9th Grade	70.8%
10th Grade	78.8%
11th Grade	74.0%
12th Grade	72.0%

Previous School
Year - 60%

Early data - may be refined after review

1st Quarter Highlights

School Improvement Plan Implementation

Canvas Integration

Dashboards - Success Coach, Attendance, Admin

Attendance Audit

Behavior - Student Conduct and Discipline Plan / Administrative Behavior Escalation

Cell Phone & Tardy Campaigns

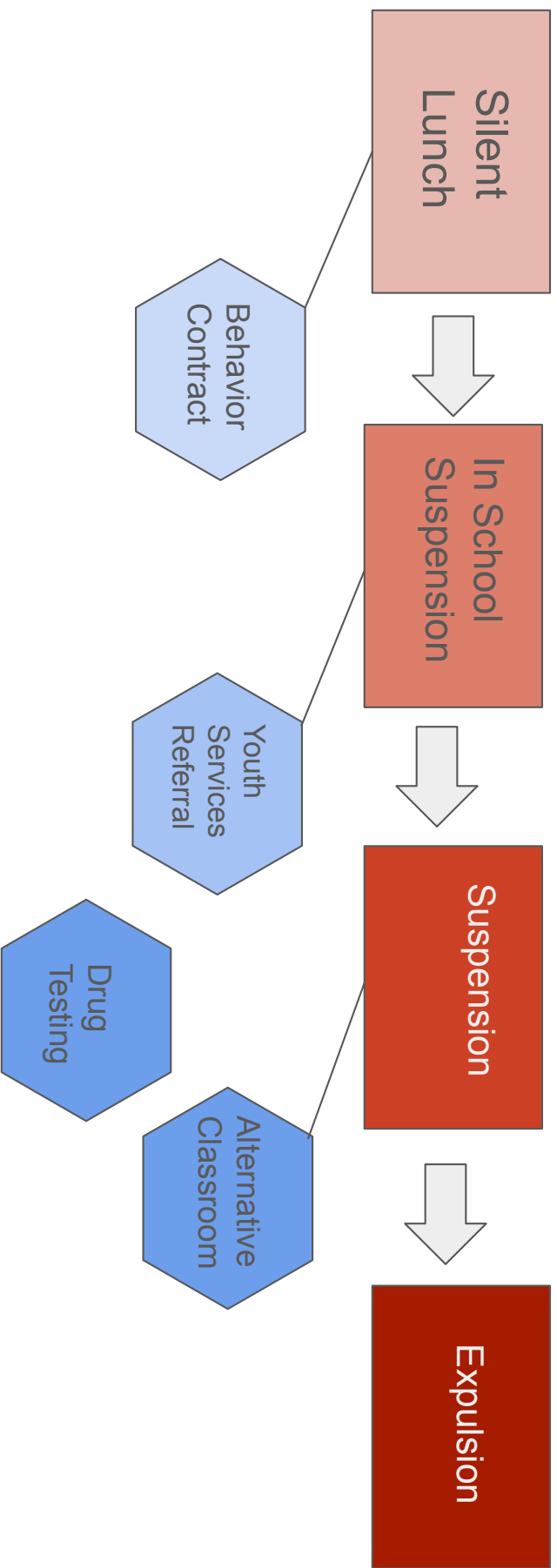
Staff Culture / Student Culture



Career Path High
Go to high school, graduate with a career.



Administrative Behavior Escalation Plan

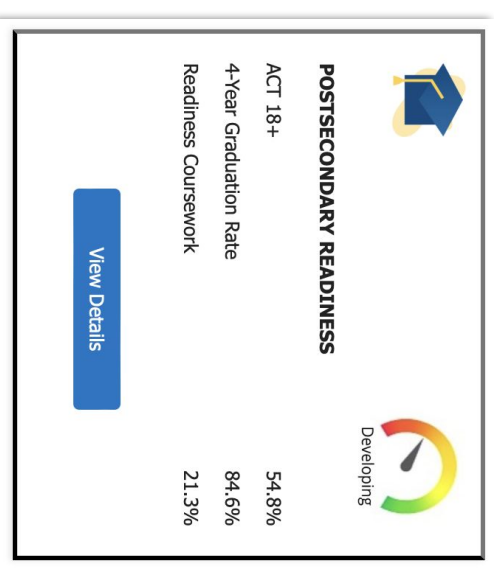
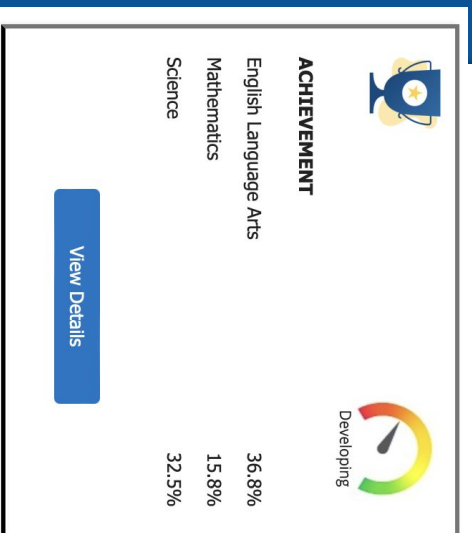


Career Path High

Go to high school, graduate with a career.

School Report Card

2023-2024



Career Path High

Go to high school, graduate with a career.

HB84 - School Safety Amendments

Top Priorities:

School Safety Assessment - will complete with Davis Tech Security and Kaysville PD on October 24th

Will identify things that we need to improve and any waivers we might require



Career Path High

Go to high school, graduate with a career.

School Improvement Plan

September 25th - Principal and Asst. Principal start Modern Classrooms Leadership training

September 27th - Progress Monitoring Meeting

October 9th & 10th - Asst. Principal attended Marzano Conference (evidence based instructional practice)

October 21st - Professional Development with Continuous Improvement Expert focusing on Essential Standards and Curriculum.

October 21st - 5 teachers start Modern Classrooms training

October 15th - Interim Assessments for 9th & 10th grades

November 1st - CCR Committee work on Learning Strategies Curriculum



Career Path High
Go to high school, graduate with a career.



Goals - 2024-2025

- End of Year Course Completion - 90%
 - Math End of Year Completion - Increase by 5%
- Graduation Rate - 88% State Average
- Davis Tech Course Completion - 5% Increase Davis
- Tech Program Completion - 5% Increase
- Enrollment for 2023 - 2024 - 200 Students



Needs from Board -
Goal feedback
Marketing guidance & support
MOU review with Davis Tech



Priorities

2024-2025

Academic Achievement

- School Improvement Plan
- Modern Classrooms Project
- College and Career Readiness
- Data Reports and Dashboards

Culture

- Renewed Culture Focus
- Mental Health & Behavior
- Building Capacity

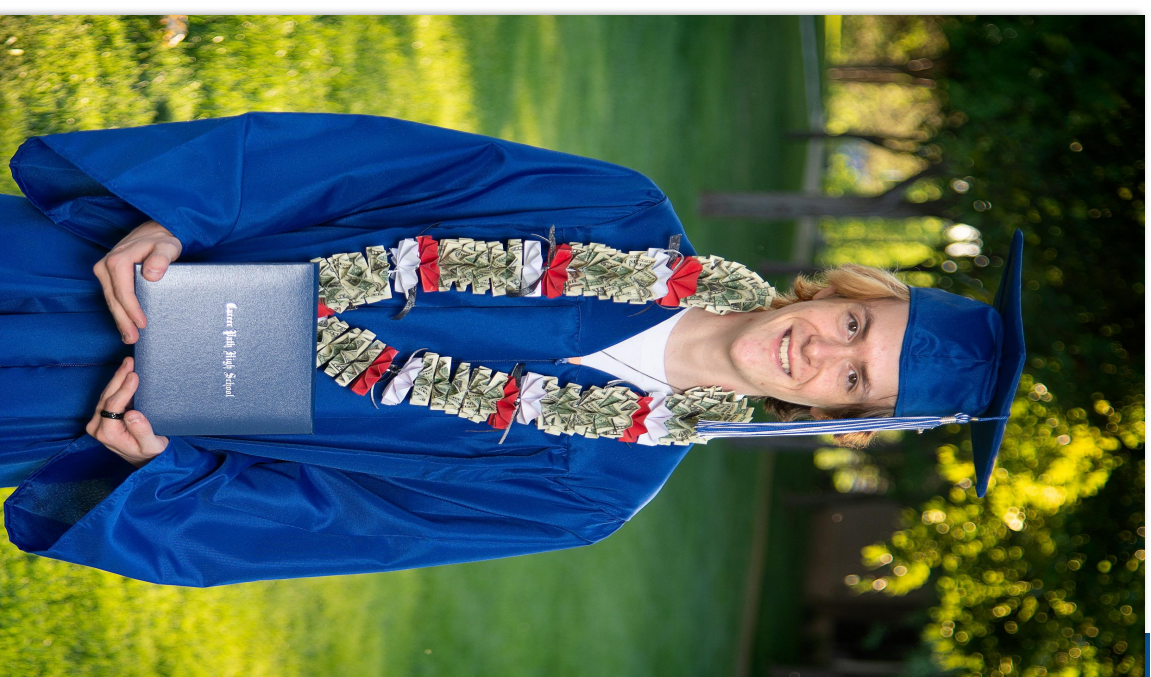
Growth

- Marketing Focus
- Student Retention



Career Path High

Go to high school, graduate with a career.





Mission Statement

Career Path High changes lives and strengthens society by guiding students on a path to college success and career readiness.



Touchstone

We succeed by building positive relationships, encouraging clear communication, fostering an inclusive community of respect, collaborating to embrace academic challenges, honoring student achievement, and developing learning momentum that continues into the future.



Vision

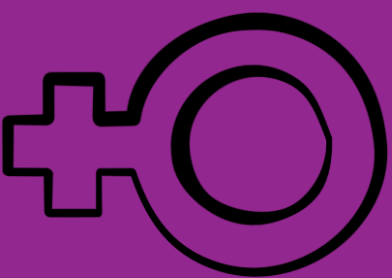
Career Path High's partnership with Davis Technical College will create a learning community that empowers students and fosters achievement. Through an optimal blend of virtual instruction and hands-on mentored training, our students will receive a world-class education that prepares them to be strong leaders and contributing citizens.



Calendar

- Oct. 22nd - 2nd Quarter Starts
- Oct. 22 - 25th - CPH College Week
- Oct. 25th - Fall Dance
- Oct. 31st - Halloween Party
- Nov. 27 - 29 Thanksgiving Break

**FEMALE
REPRODUCTIVE
ANATOMY**



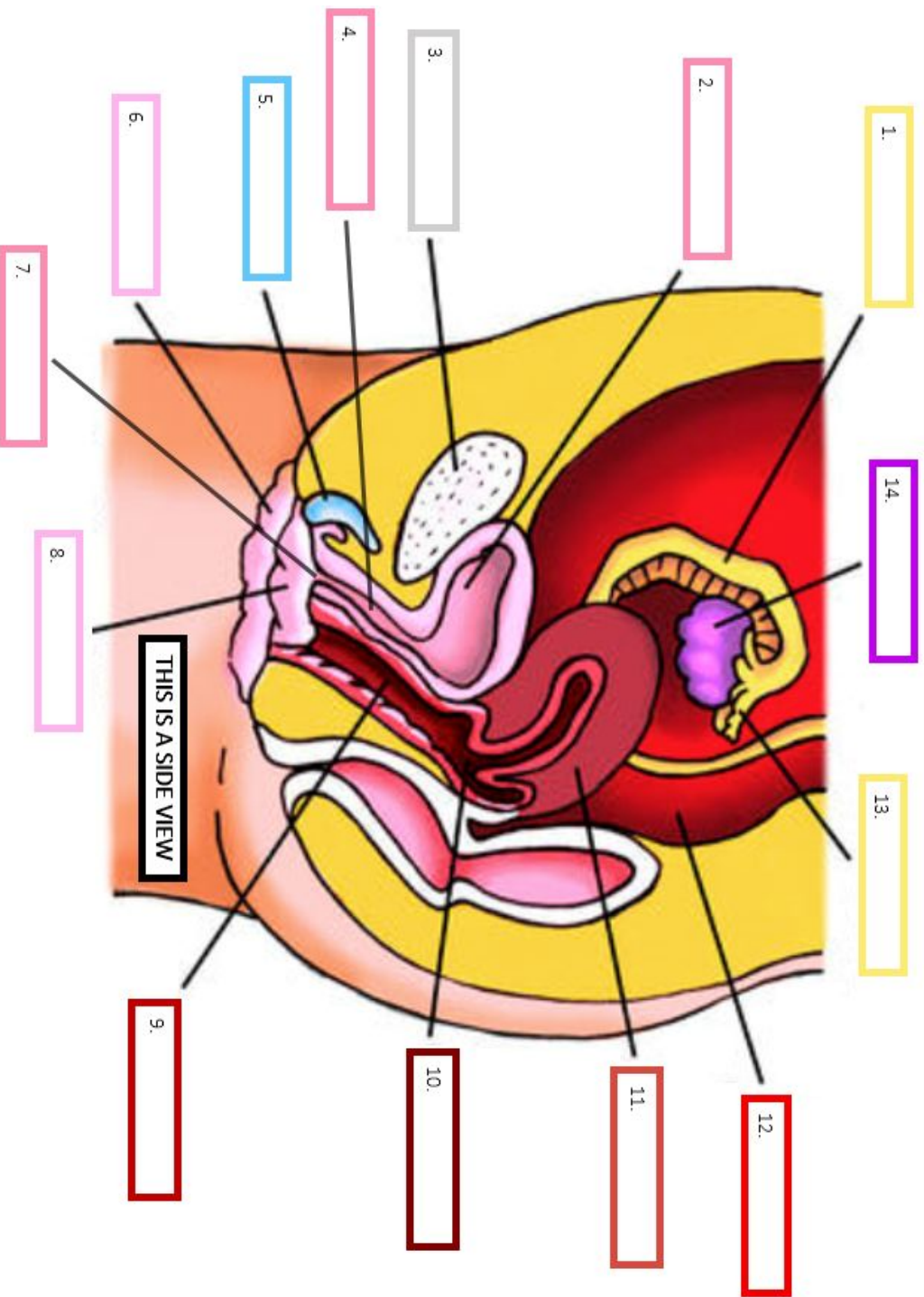
**The purpose of the female reproductive system:
*produce and sustain egg cells, transport cells, and house
developing fetus, produce hormones.***



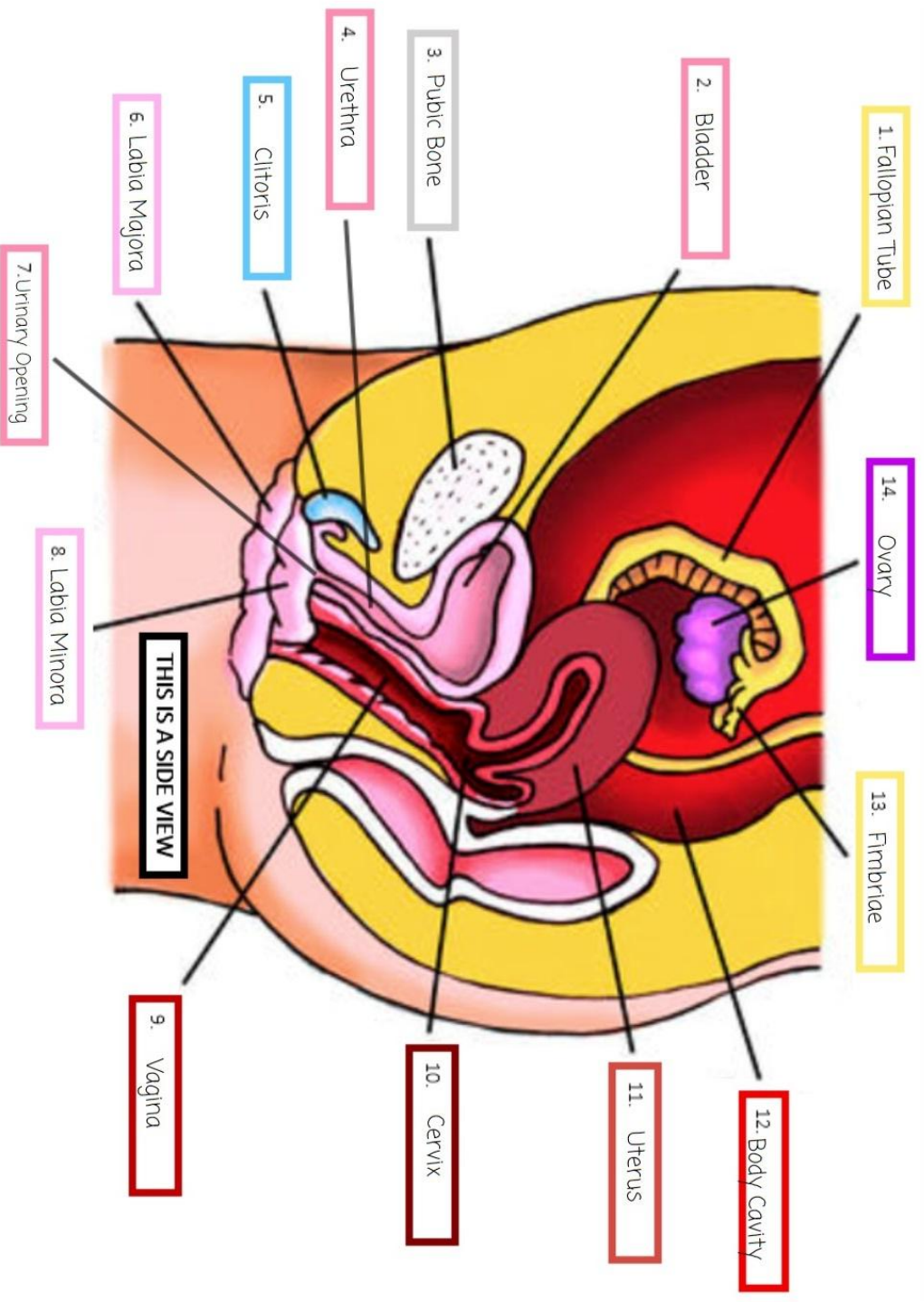
MATCHING

On the next slide drag and drop the terms listed on the right to the appropriate location on the graphic of the male reproductive anatomy. DO YOUR BEST! This isn't going on your grade:) Just want to see what you already know. ***This can not be done in presentation mode.***

Answers are on the next slide so you'll be able to check it shortly.



- 1. Fallopian Tube
- 2. Labia Majora
- 3. Labia Minora
- 4. Vagina
- 5. Cervix
- 6. Uterus
- 7. Pubic Bone
- 8. Clitoris
- 9. Ovary
- 10. Urethra
- 11. Bladder
- 12. Fimbriae
- 13. Urinary Opening
- 14. Body Cavity

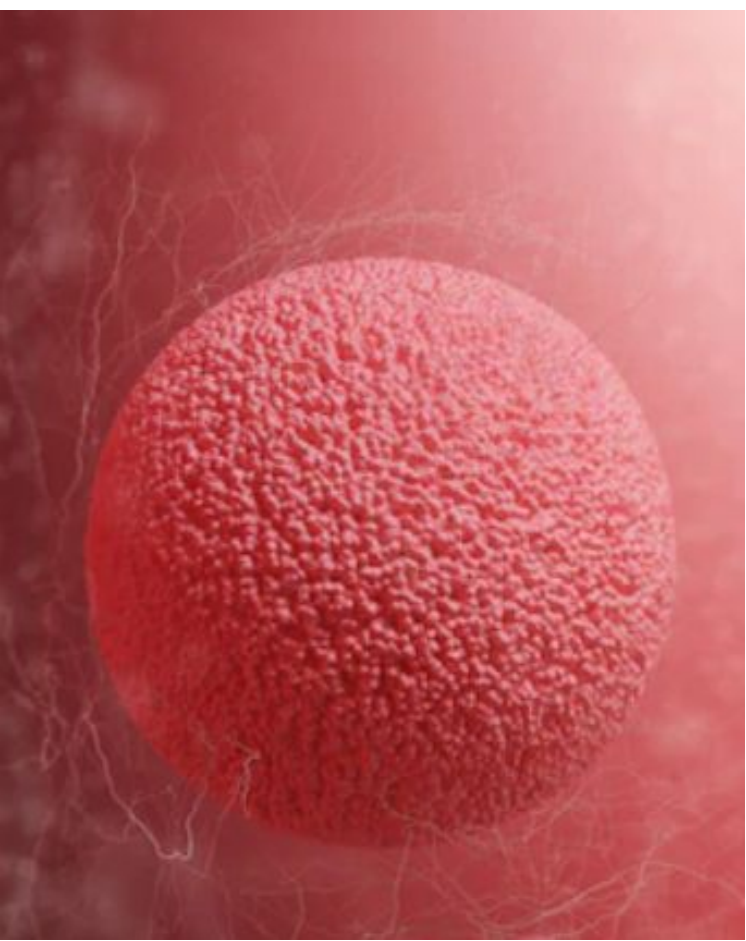


ANATOMY TERMS

After reading and reviewing the following slides filled with terms, definitions, and fun facts, you will complete a quiz so make sure you read to learn and remember and not just to make it to the end!

- Estrogen: The main female hormone responsible for the changes that occur during puberty.

- Egg: Female sex cell.



FUN EGG FACTS

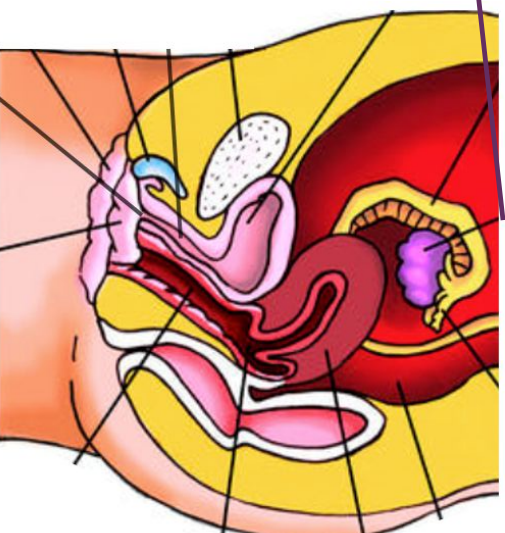


- The egg is the largest cell in the female body, and is 1/10 the size of a poppy seed.
- It would take about 15,000 sperm to equal the size of a single egg.
- The female body starts making eggs at nine weeks in the womb, but they do not fully develop until later in life.
- Women are born with all the eggs they will ever have, after birth they do not produce any more eggs.
- Each female has 500,000 eggs, if each one turned into a human it would be enough to populate 250 high schools or two whole salt lake cities.
- If a female had a 9 month pregnancy for each of those humans she would need to live for about 325,000 years.

- Ovulation: is when a mature egg is released from the ovary, pushed down the fallopian tube, and is made available to be fertilized.

- Ovaries: two glands where eggs are formed and released, and hormones are produced.

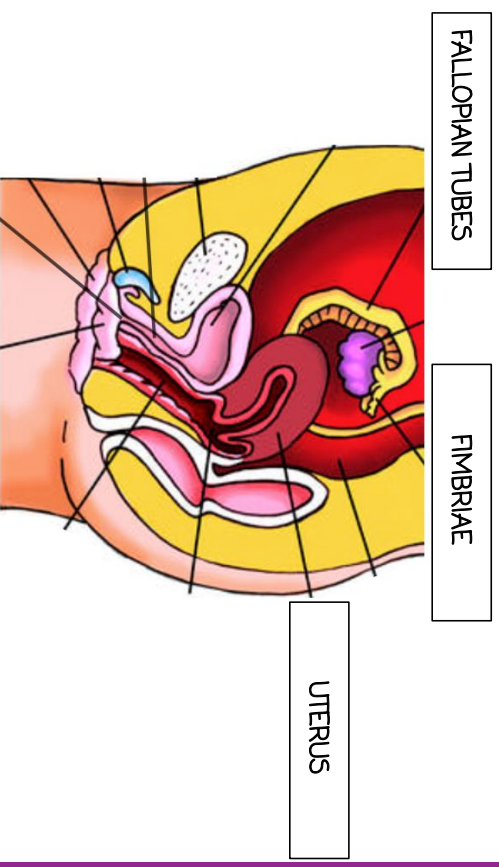
OVARIES



FUN FACT

- The fallopian tubes are about 4 inches long and about as wide as a piece of spaghetti.
- Out of the 500 million sperm that make it into the vagina only a few hundred make it into the uterus. Only a couple dozen actually make it into the fallopian tubes to find the egg.

- Fimbriae: Fingerlike projections, through which eggs move from the ovaries to the uterus.
- Fallopian Tubes: Transports the egg to the uterus through microscopic, hair-like structures (cilia) that pulsate inside the fallopian tubes to guide the egg from the ovary to the uterus. This is also where fertilization usually occurs.
- Uterus: where the unborn baby grows and develops until birth, also known as the “womb”.



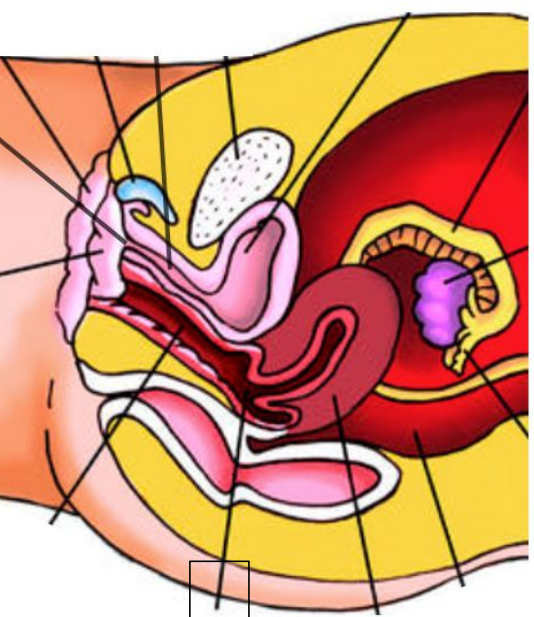
FUN FACTS

- The uterus is the only organ that can create a whole other organ, which is the “placenta”.

- Cervix: Opening of the uterus and dilates to 10 cm during birth (see the following slides). Like a gatekeeper, it only opens at certain times.

FUN FACT

- The cervix creates its own mucous. Mucous is more thin during the ovulation and menstrual phases, and really thick (like a plug) during other times of the cycle to help protect the woman from infection.



CERVIX

What does 10 centimeters
really look like?



1 cm – Cheerio



2 cm – Penny



3 cm – Banana slice



4 cm – Cracker



5 cm – Daisy



6 cm - Chocolate Chip Cookie



7 cm - Soda Can



8 cm - Baseball



9 cm - Doughnut

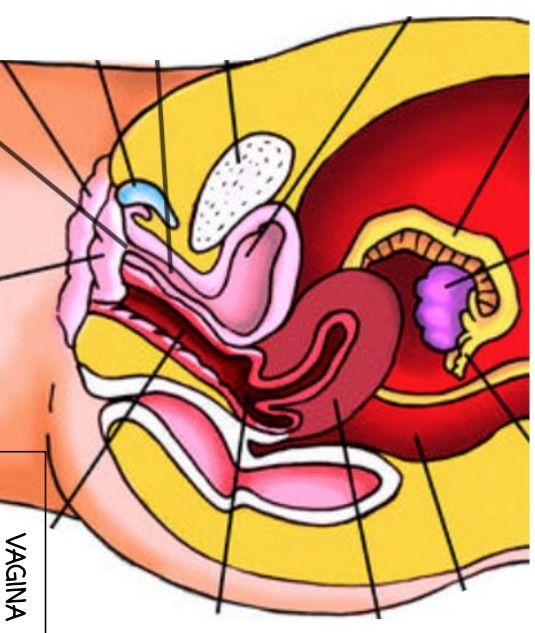
About 4 inches
in diameter!



10 cm – Bagel

Full-term babies, on average, weigh between 5 pounds, 11 ounces and 8 pounds, 6 ounces. They're usually between 19 and 21 inches long, with a head circumference of **about 13 1/2 inches**.

- Vagina: Passageway for menstrual flow and sperm, also known as the “birth canal”.

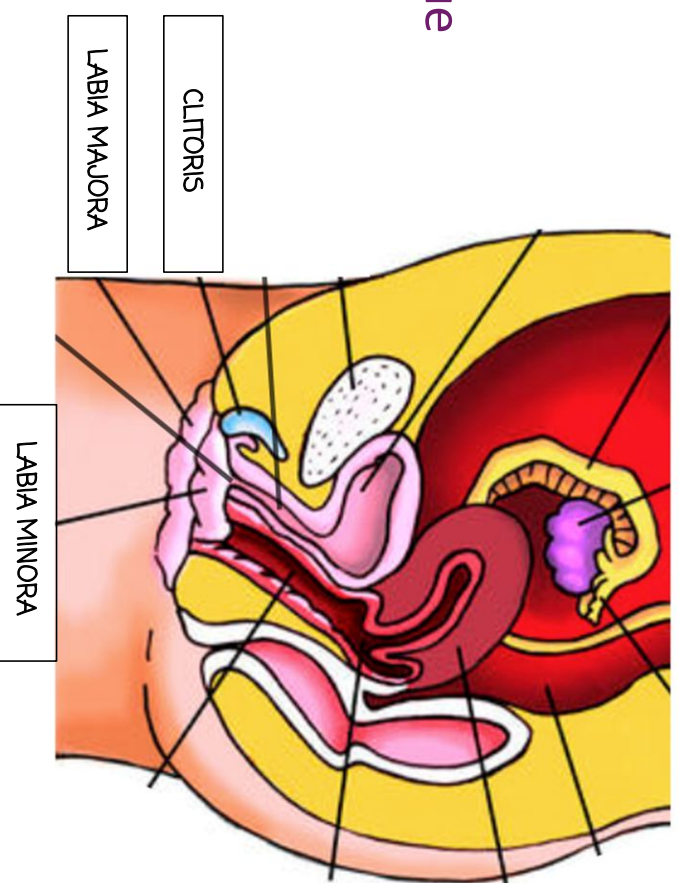


FUN FACT

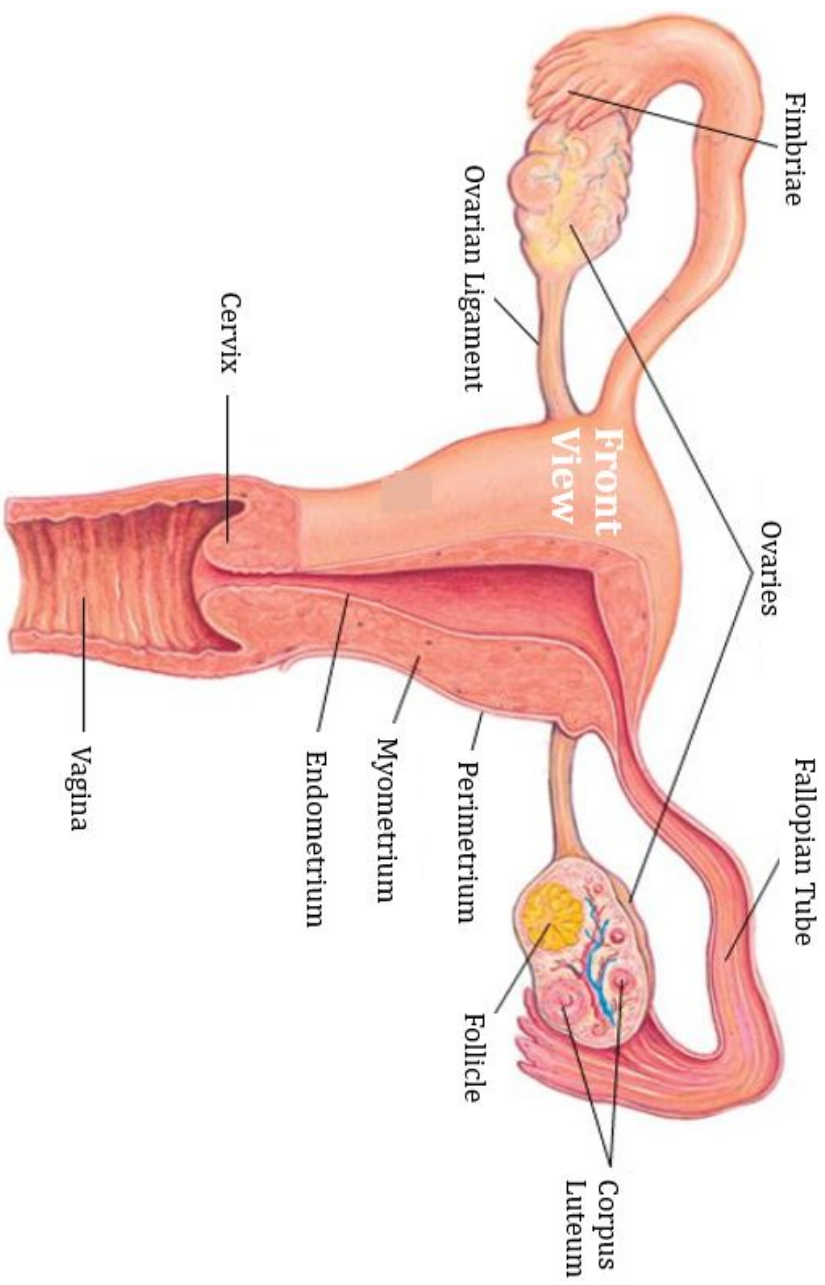
- The vagina is a self-cleaning organ. It is very acidic and produces special fluids that carry out dead cells and bacteria out of the body to prevent infections.

Together, the LABIA MAJORA, LABIA MINORA and CLITORIS make up the female external genitals and are known as the “vulva.”

- Labia Majora: Folds of tissue that protect vaginal opening.
- Labia Minora: Smaller folds of tissue (inside labia majora) that protect vaginal opening.
- Clitoris: Sensitive structure of the external genitals.



Front View – Female Reproductive System



Care of the reproductive system and cancers

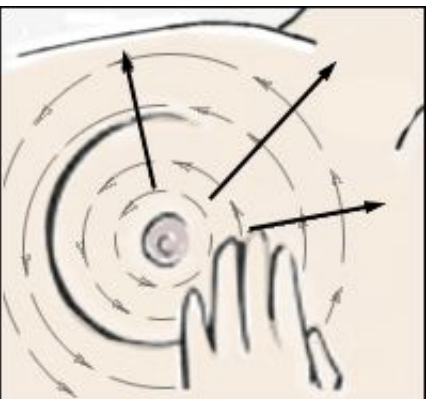
Toxic Shock Syndrome

- A rare life threatening bacterial infection.
- Symptoms: High fever, rash on hands and feet, confusion, muscle aches, headaches, vomiting and/or diarrhea.
- Causes: A tampon (or other feminine hygiene device) has been left in place for too long and attracts bacteria.
- Prevention: If you use tampons, read the labels and use the lowest absorbency tampon you can. Change tampons frequently, at least every four to eight hours. Alternate using tampons and pads, and use minipads when your flow is light.



Breast Cancer

- Usually treated successfully if discovered early.
- Detected by mammograms (x-ray of the breast) and breast self examination.



Breast Self Exam

- To be done at the SAME TIME monthly. About 3-5 days after period starts (breasts are not as tender or lumpy at this time).
- Check while in various positions: sitting up, laying down, while in the shower.
- Looking for anything out of the ordinary:
 - Lumps
 - Change in nipple (size or color)
 - Discharge from nipple
 - Any changes since last month
 - Check armpits as well!

Cervical Cancer

- Cancer of the cervix.
- Detected by a pap smear.
- All women should have their first pap smear test at age 21.
- Most effective cancer screening test ever invented!
- Can be awkward, but not very painful.

Pap smear:
cells are scraped from the cervix
and examined under a microscope
to check for
disease or other
problems



Not to Worry About...

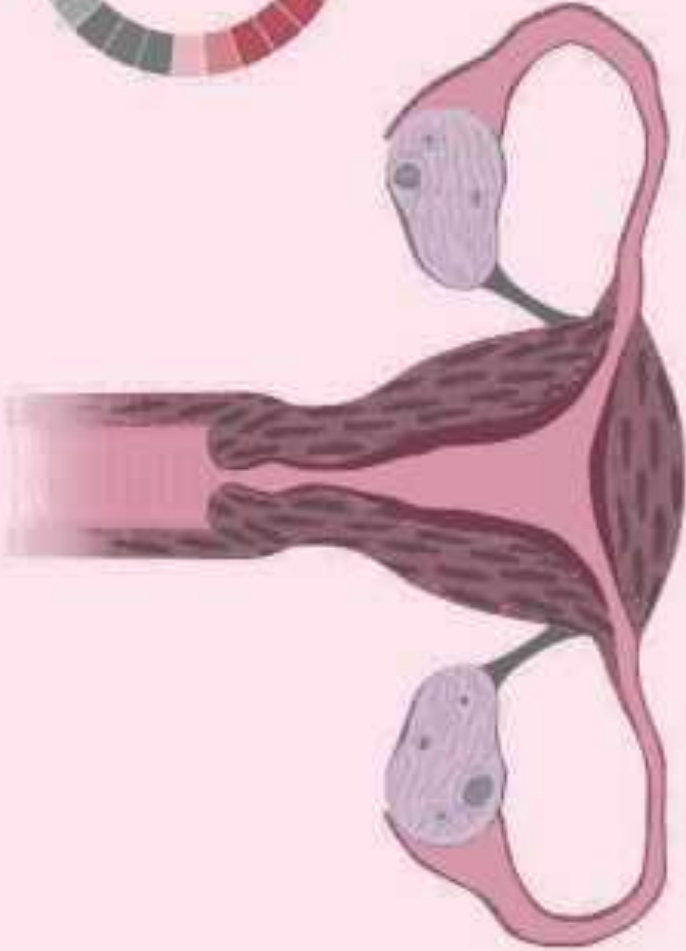
- Period not being regular for the first couple of years
- Not having a period for up to a year after your first period
- Breasts being different sizes or shapes from each other—this affects **MOST** women
- Painful ovulation
- Typical PMS symptoms

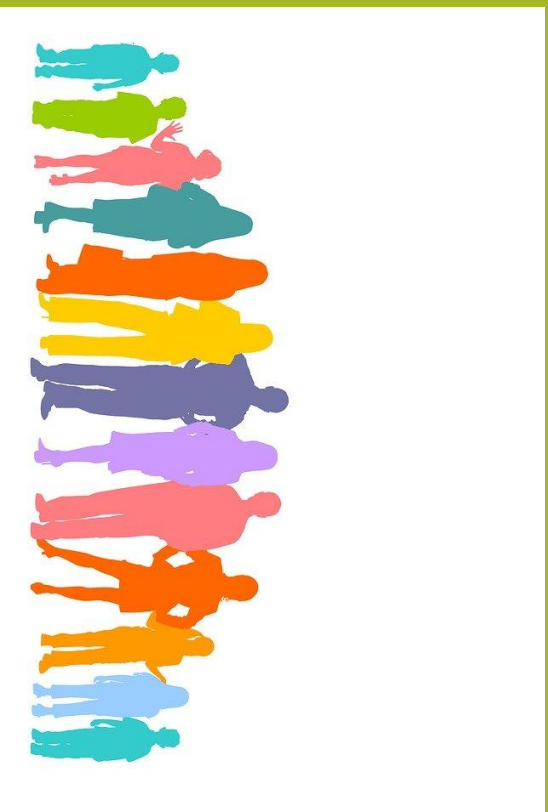
Not to Ignore!

- Warts, rashes, sores
- Hernia
- Unusual discharge
- Amenorrhea (menstrual cycle stops)
- Cloudy urine, painful urination
- Any changes in your breasts
- Finding a lump or growth in your breasts
- Unusually heavy period

Menstrual Cycle

Day
10





Human Development

WHY DO WE HAVE TO LEARN THIS?

- × Because **you** have a reproductive system 🤔
- × Because you need **accurate information** to make **informed decisions**
- × Because inappropriate sexual relationships can have **tragic** consequences
- × Because a lot of sources of information about sexuality can be **inaccurate**

**MALE
REPRODUCTIVE
ANATOMY**



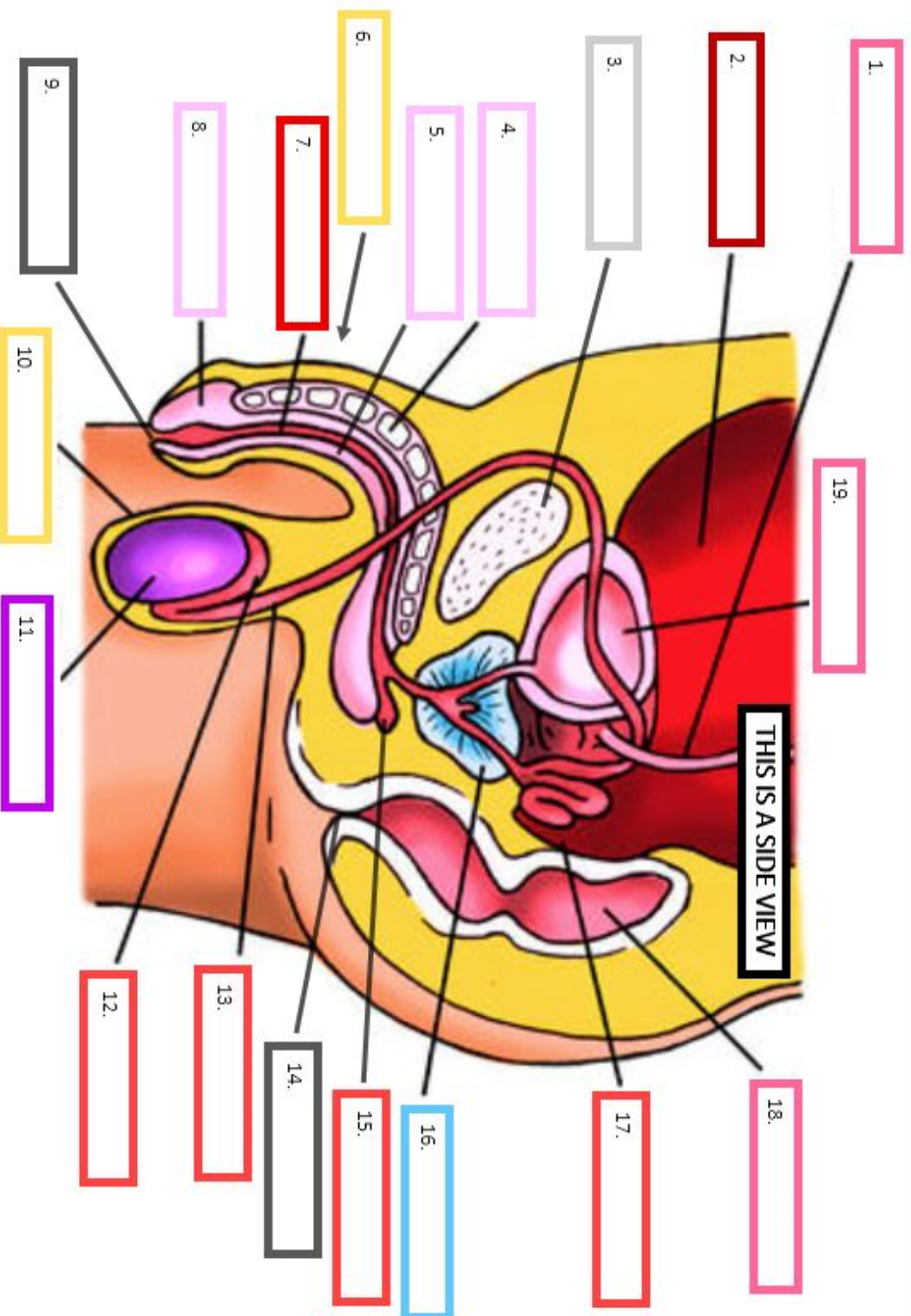
The purpose of the male reproductive system:
produce, maintain, and transport sperm



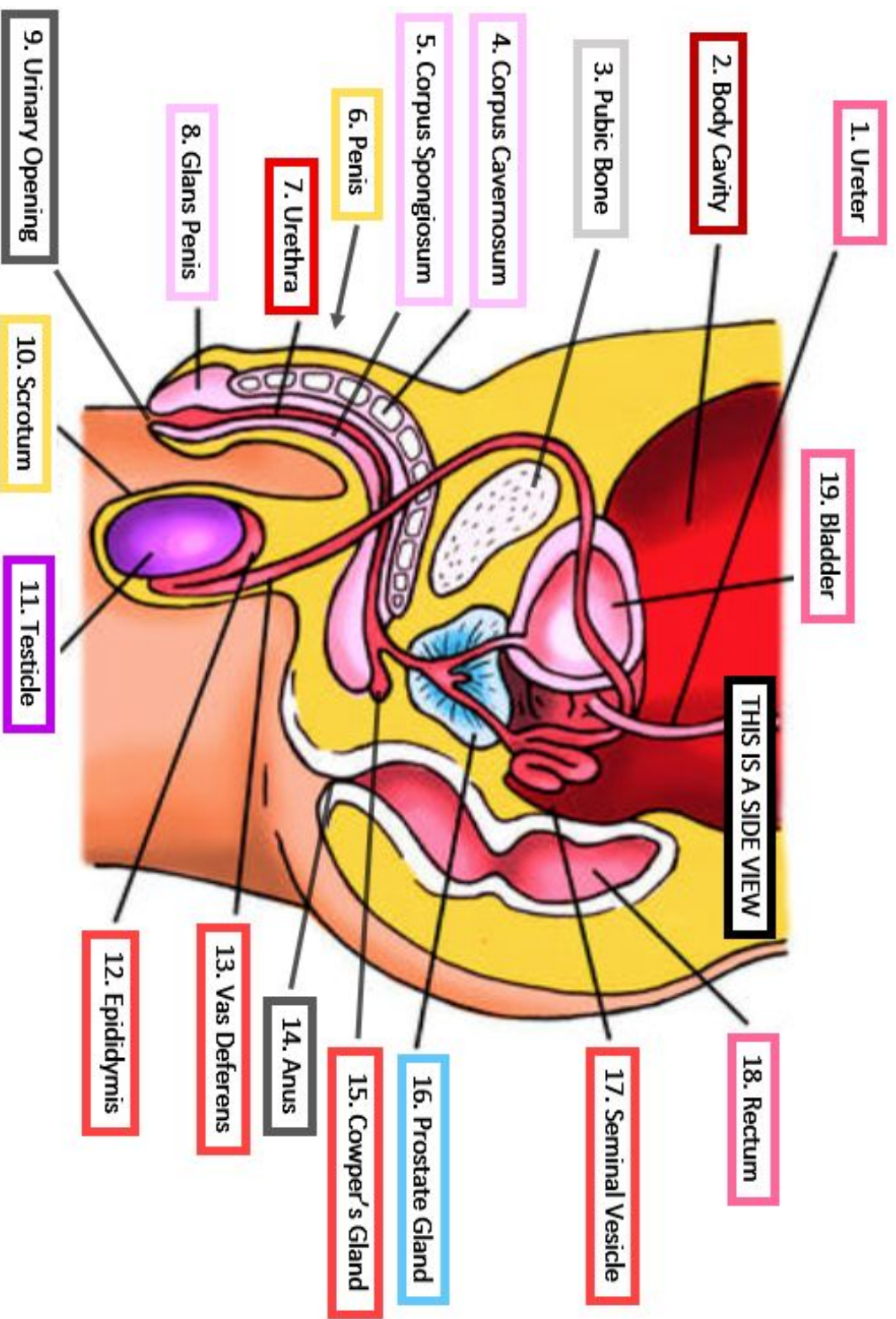
MATCHING

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Answers are on the next slide so you'll be able to check it shortly.



- Ureter
- Bladder
- Rectum
- Pubic Bone
- Prostate Gland
- Glans Penis
- Seminal Vesicle
- Corpus Spongiosum
- Corpus Cavernosum
- Body Cavity
- Cowper's Gland
- Anus
- Urethra
- Vas Deferens
- Penis
- Testicle
- Epididymis
- Scrotum
- Urinary Opening



ANATOMY TERMS

After reading and reviewing the following slides filled with terms, definitions, and fun facts, you will complete a quiz so make sure you read to learn and remember and not just to make it to the end!

- Testosterone: Male hormone responsible for the changes that occur during puberty.

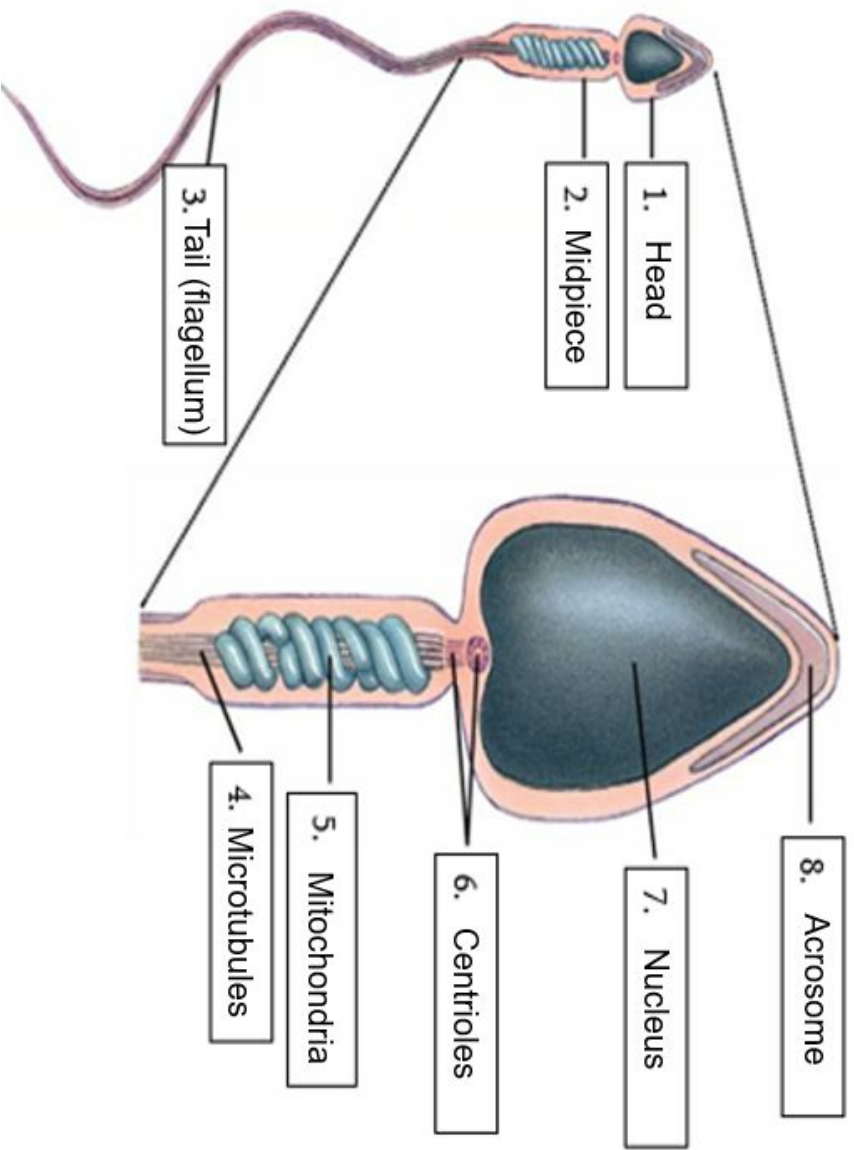
- Sperm: Male sex cell.



Sperm Cell

FUN FACTS

- Once the head of the sperm is inside the egg, the tail of the sperm falls off because it is no longer needed.
- When the nucleus of the sperm and egg cell fuse together, fertilization is complete.

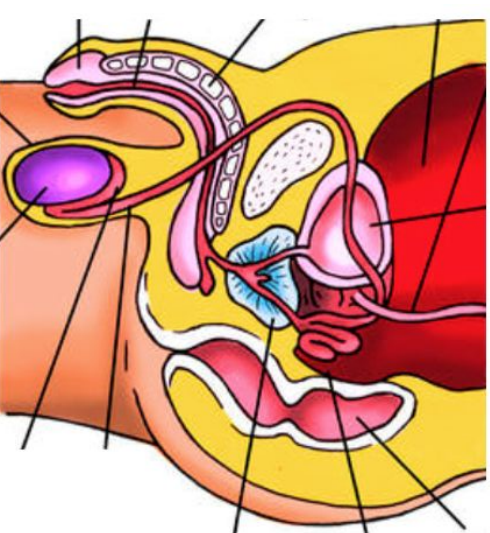


FUN SPERM FACTS



- About 100 million sperm leave (ejaculate) from the body at one time (90% of these sperm are deformed).
- After puberty males make 200,000 – 400,000 sperm cells a day for the rest of their lives.
- Sperm need to swim about 8-9 inches to reach the egg.
- The sperm cell is the smallest human cell.
- Sperm can survive inside the woman's reproductive tract for up to 6 days.

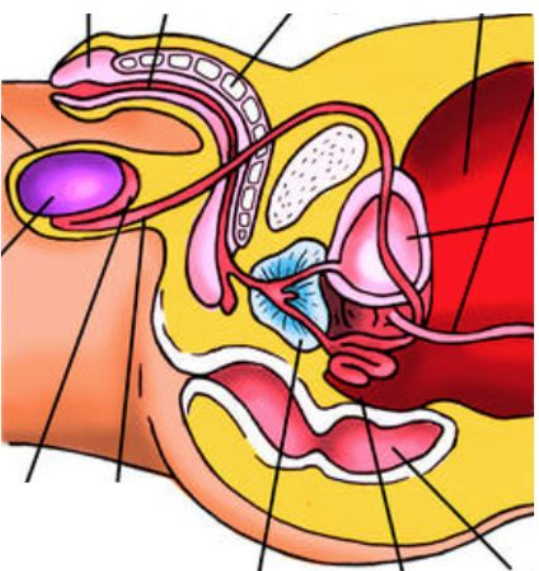
- Scrotum: Sack of skin that holds and regulates temperature of testicles.
- Testicles: Glands that produce sperm and secrete testosterone.
- Epididymis: Where sperm mature and are stored until they leave the body.



FUN FACTS

- Temperature in the testicles are a few degrees lower than the rest of the body to ensure proper production of sperm.

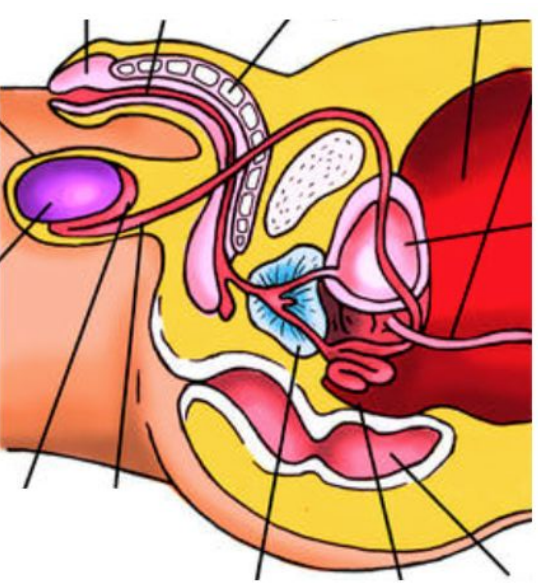
- Vas Deferens: Transport tube that carries sperm from the epididymis.
- Seminal Vesicle: Secretes nutrients (sugar) to create semen & nourish sperm.
- Prostate Gland: Gland that secretes a fluid that mixes with sperm to help form semen.
- Cowper's Glands: 2 glands that produce fluid.



FUN FACTS

The cowper's glands are about the size of a pea and are named after the English surgeon who discovered the glands, William Cowper.

- Penis: Organ for reproduction and urination.
- Glans Penis: A sensitive bulbous structure located at the tip of the penis.
- Corpus Spongiosum: Erectile tissue that encloses the urethra.
- Corpus Cavernosum: Erectile tissue.
- Urethra: Tube that transports the sperm and urine to the urinary opening.
- Urinary Opening: Where urine and sperm exit the body.

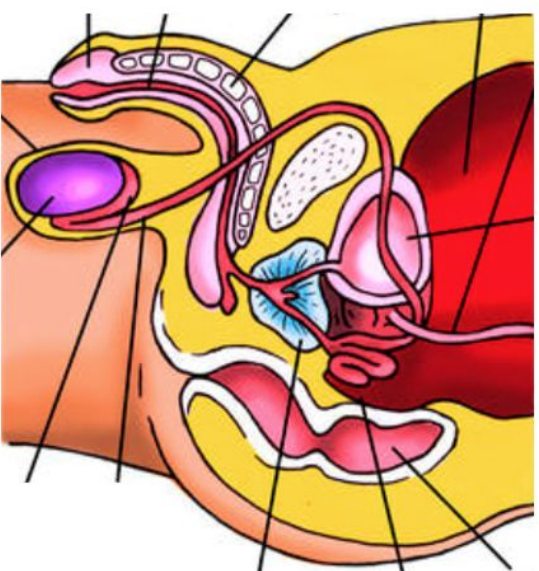


FUN FACTS

When the cavernosum muscle contracts it signals the urethral sphincter to close, stopping the flow of urine.

Urine ejects as a spiral stream and helps in cleaning the urinary opening.

- Bladder: Stores urine.
- Pubic Bone: Protects the bladder.
- Anus: Opening where waste leaves the body.
- Rectum: Stores waste.



FUN FACTS

- The bladder can hold up to 2 cups of urine.
- The pubic bone is part of the pelvis.

Care of the Male Reproductive System

- Shower at least daily using soap
- During sports—wear supportive underwear
- To prevent injury—wear a cup
- Perform testicular self exams (TSEs) monthly

Not to Ignore!

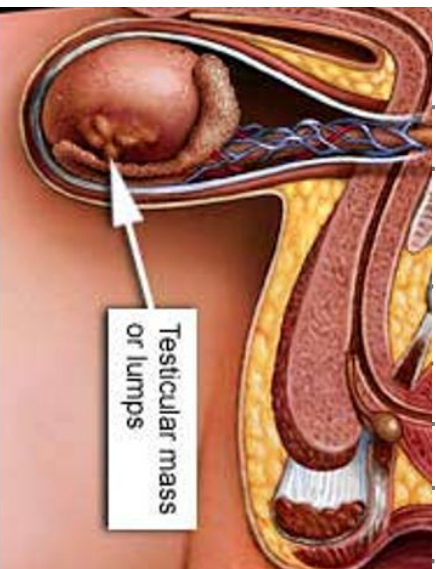
- Bleeding from penis
- Discharge from penis when not aroused
- Warts, rashes, sores
- Hernia
- Lump on the front or bottom of a testicle
- Pain or a feeling of heaviness in the testicle
- Painful ejaculation or urination
- Undescended testicle

Testicular Cancer

- One of the common type of cancers in boys between 15 and 24 years old
- Usually treated successfully if discovered early
- Usually only affects one testicle
- Cause is unknown, likely genetic
- Early detection is the key!—Testicular exam

Testicular Cancer

- Usually treated successfully if discovered early.
- Usually only affects one testicle.



Testicular Self Exam

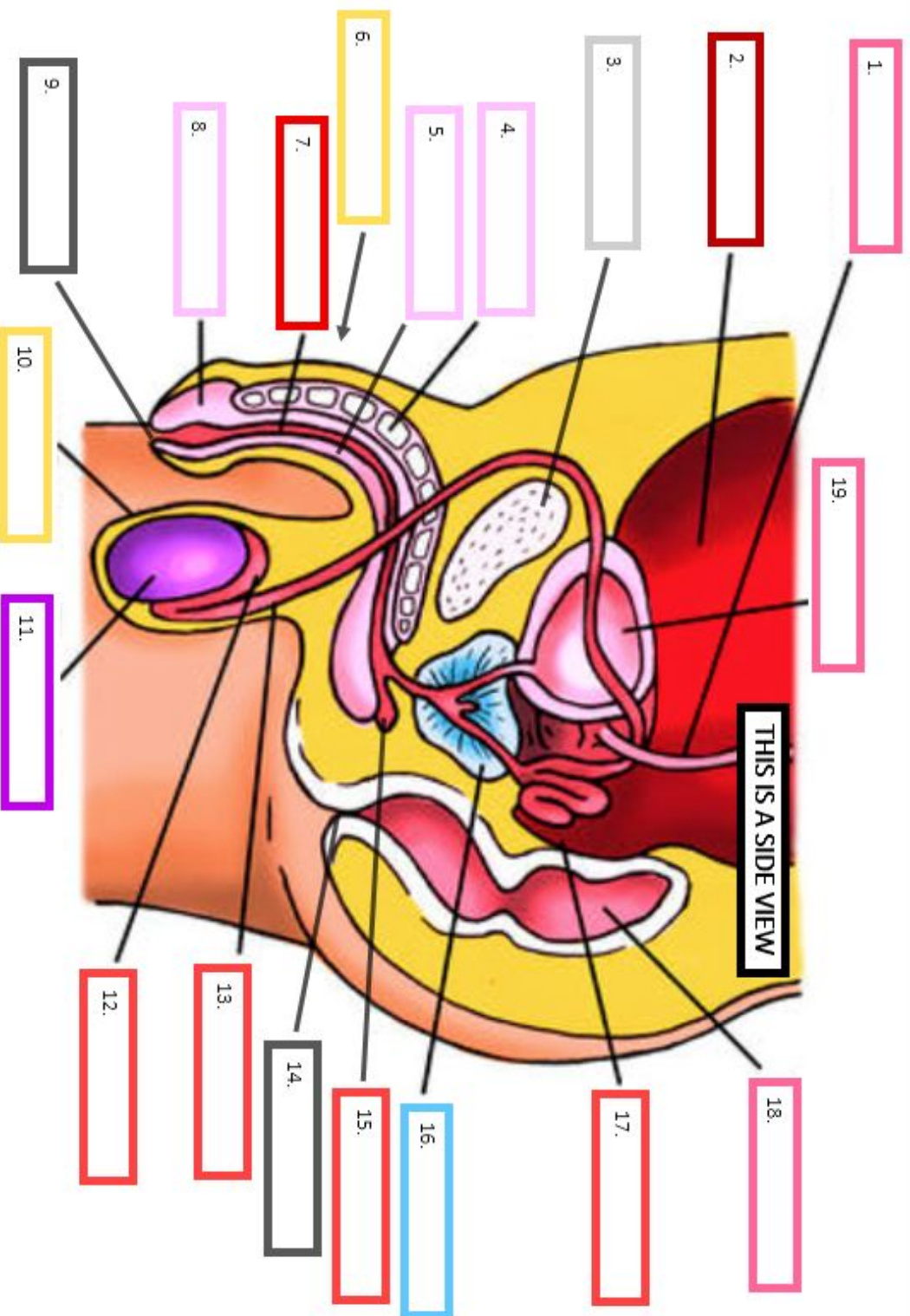
- To be done monthly.
- Feel each testicle.
- Looking for:
 - A small, painless lump on the front, side or bottom of the testicle.
 - Any changes since last month.
 - Extra fluid in scrotum.
- **You can also get monthly text reminders by texting @selfexam to 81010**

Try it Again :)

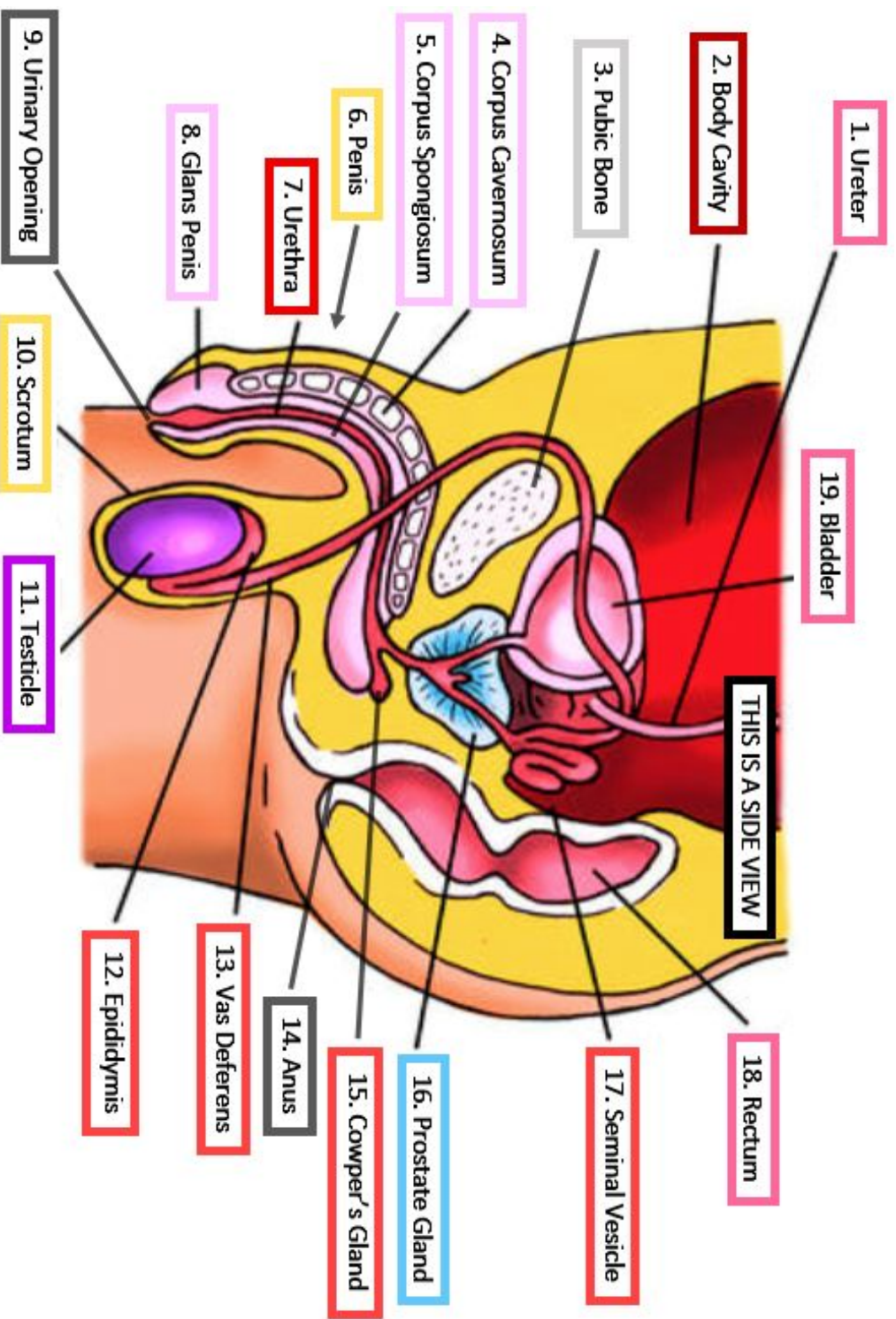
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- 1.
 - 2.
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 - 15.
 - 16.
 - 17.
 - 18.
 - 19.
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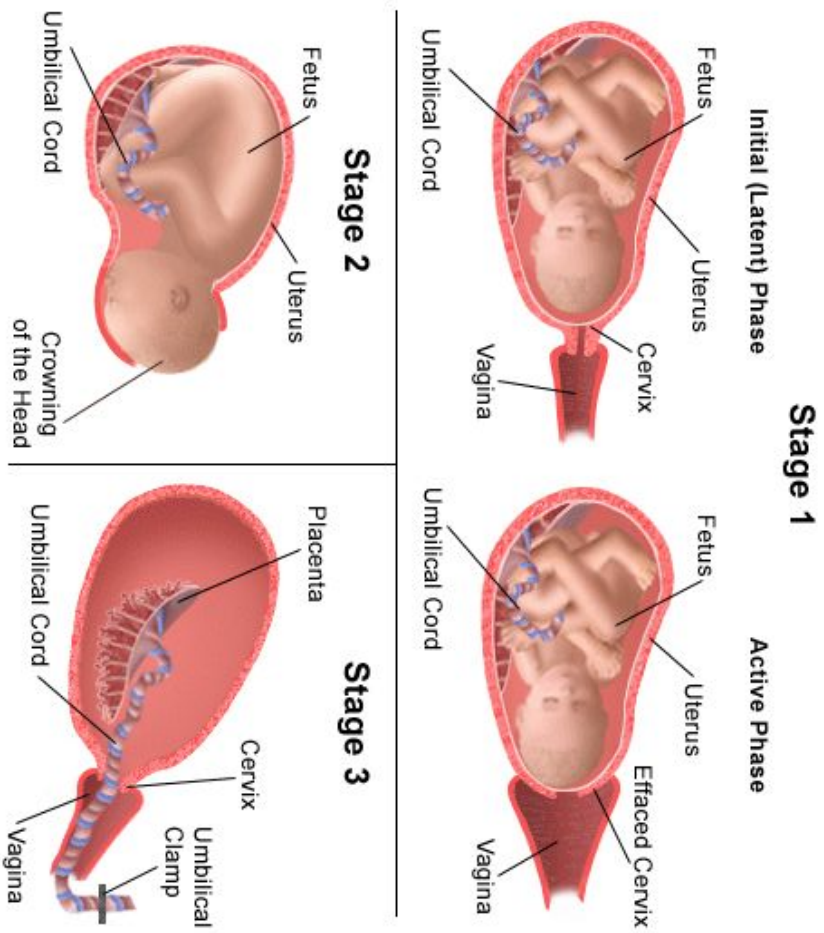
Policy Summary

Amending Fee Waiver Policy

As a result of the state legislature passing HB 415 during the 2024 session, and the USBE subsequently amending R277-407 to make it consistent with HB 415, the school needs to revise its Fee Waiver Policy. The revisions to the policy include updated definitions of key terms and phrases, including but not limited to “fee,” “instructional equipment/supplies,” “school activity clothing,” and “textbook.” The revisions to the policy also include some new rules with respect to fees that K-6 schools can no longer charge for, such as general fees that have no direct benefit to students and fees for K-6 students to participate in remediation programs. Another revision to the policy clarifies that students who qualify for McKinney-Vento Homeless Assistance Act assistance (i.e., homeless students) are eligible for fee waivers. Another major change brought about by HB 415 that is reflected in the revisions to the policy is that fundraising is no longer considered a school fee.

Amending Bullying and Hazing Policy

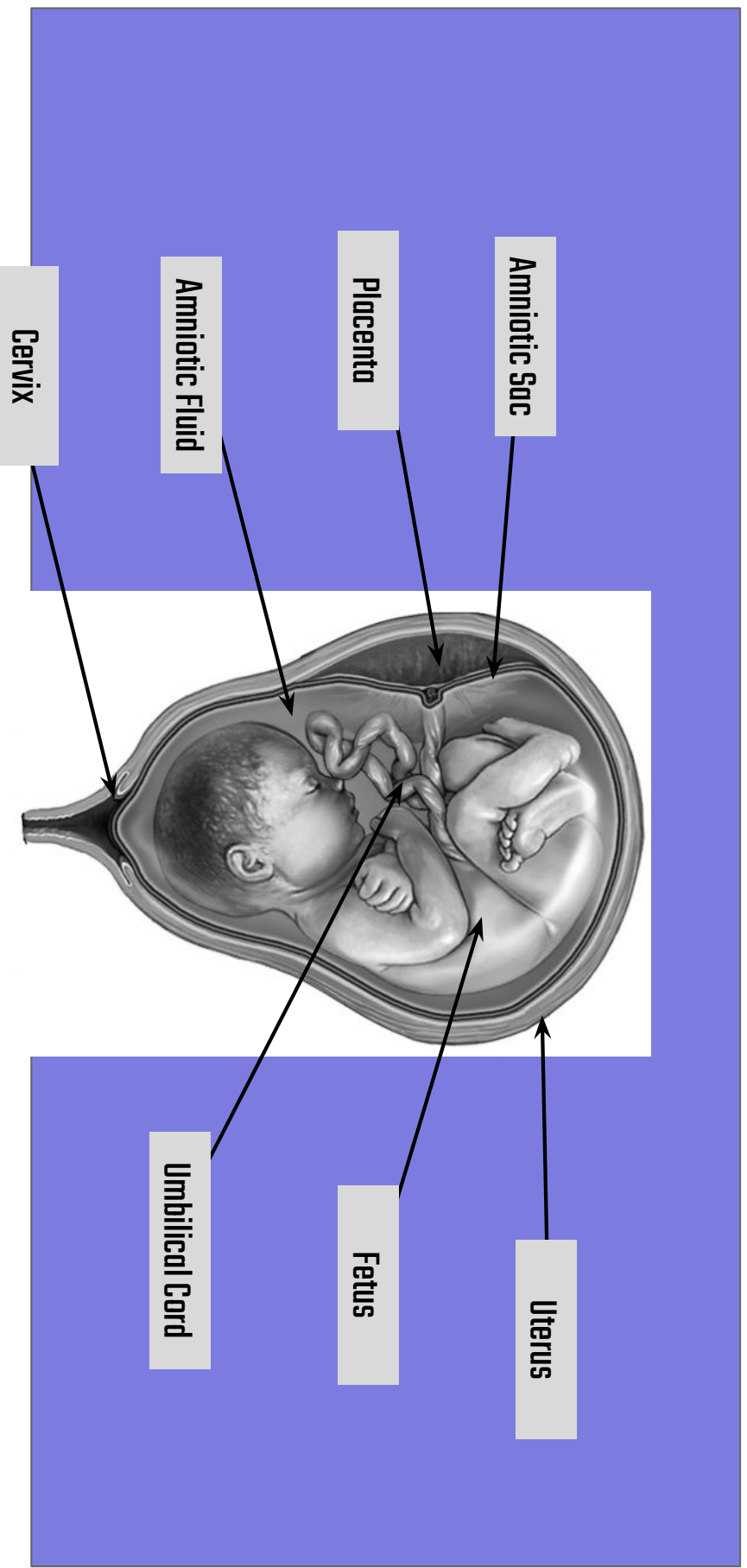
The proposed revisions to the school’s Bullying and Hazing Policy are based on HB 84 from the 2024 legislative session and the USBE’s recent revisions to R277-613. Both HB 84 and the newly revised R277-613 added a new definition for “incident,” clarifying that an incident refers to a “verified” incident of bullying, cyber-bullying, hazing, and retaliation. They also modified the parental notification requirements. Schools must notify parents of suicide threats and verified incidents of bullying, cyber-bullying, hazing, and retaliation; provide certain information as part of the notification as schools have previously; but now they must also notify parents of the action plan to address verified incidents of bullying, cyber-bullying, hazing, and retaliation. New requirements related to action plans were also added by HB 84 and R277-613, such as what the action plan must cover, that the school should try to involve parents of involved students in the development and implementation of the action plan, and how the action plan needs to be communicated to parents of involved students. HB 84 and R277-613 also make it clear that students and employees are prohibited from (and subject to discipline for) sharing a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, and retaliation in order to impact or encourage future incidents. These and other minor changes have been added to the school’s Bullying and Hazing Policy. The policy has also been restructured in some areas to make it easier for the school to follow the requirements.



STAGES OF LABOR

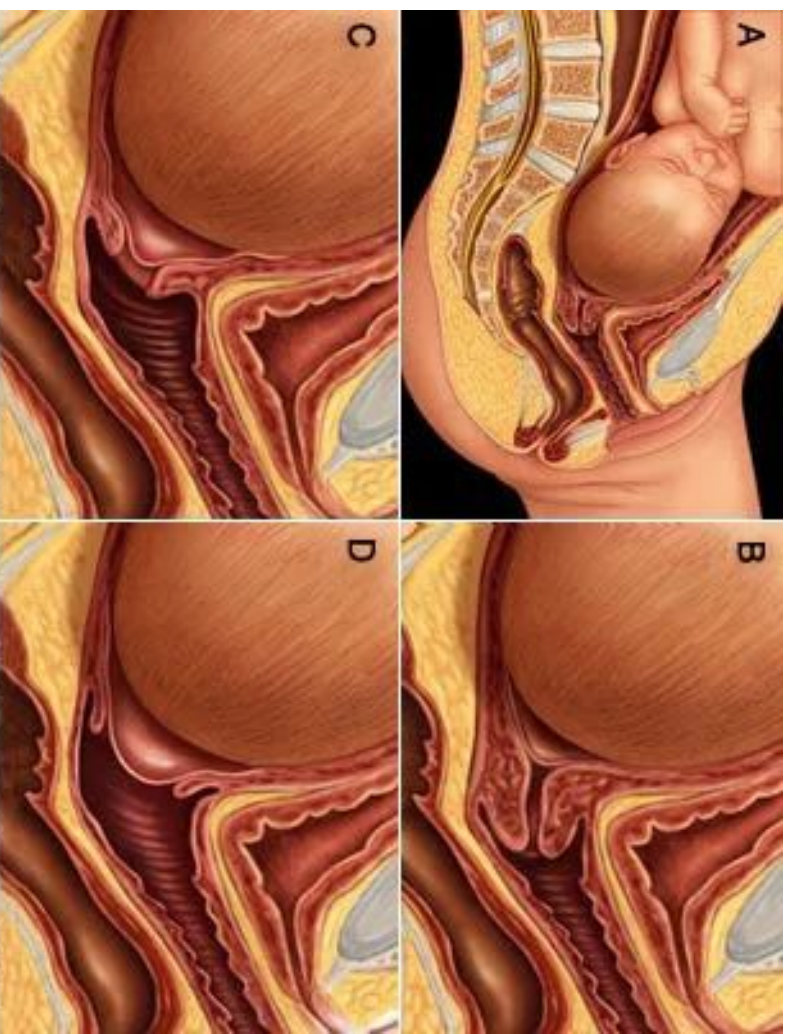
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PREGNANCY ANATOMY:



STAGE 1 - EARLY AND ACTIVE LABOR

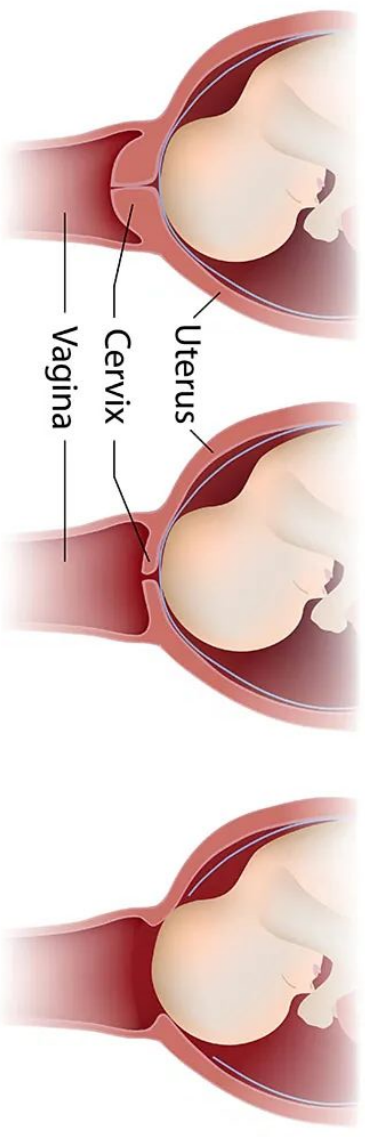
- ❖ The first stage of labor and birth occurs when mother begins to feel regular **contractions**, which cause the cervix to open (**dilate**) and soften, shorten and thin (**effacement**). This allows the baby to move into the birth canal.
- ❖ The first stage is the longest of the three stages. It's actually divided into two phases of its own — early labor (latent phase) and active labor.



EARLY LABOR - STAGE 1

- ❖ During early labor, cervix **dilates** and **effaces**. Mother will feel mild, irregular contractions.
- ❖ As the cervix begins to open, one might notice a clear, pink or slightly bloody discharge from the vagina. This is likely the mucus plug that blocks the cervical opening during pregnancy.

Cervical Effacement and Dilatation



not effaced,
not dilated

fully effaced,
1 cm dilated

fully effaced,
fully dilated to 10cm

EARLY LABOR - STAGE 1

How long it lasts: Early labor is unpredictable. For first-time moms, the average length varies from hours to days. It's often shorter for subsequent deliveries.

What to do: Until contractions increase in frequency and intensity, it's up to the mother. For many women, early labor isn't particularly uncomfortable.

- Try to stay relaxed.
- Go for a walk.
- Take a shower or bath.
- Listen to relaxing music.
- Try breathing or relaxation techniques taught in childbirth class. -Change positions

A women's health care provider will instruct when to leave for the hospital or birthing center. If water breaks or there is significant vaginal bleeding, health care provider should be called right away.

ACTIVE LABOR - STAGE 1

Now it's time for the real work to begin. During active labor, the cervix will dilate from 6 centimeters (cm) to 10 cm. Contractions will become stronger, closer together and regular. The water might break if it hasn't already, experience increasing pressure in the back. Head to labor and delivery facility if not there already.



ACTIVE LABOR - STAGE 1

How long it lasts: Active labor often lasts four to eight hours or more. On average, the cervix will dilate at approximately one centimeter per hour.

What to do: Mother may look to labor coach and health care team for encouragement and support. Mother may try breathing and relaxation techniques to combat growing discomfort as contractions intensify.

***Remember the body is preparing for delivery of baby.**

STAGE 2 OF LABOR

THE BIRTH OF THE BABY

How long it lasts: few minutes up to a few hours or more to push a baby into the world. It might take longer for first-time moms and women who've had an epidural.

What to do: Mother will push. A health care provider will help coach through this time.

After the baby's head is delivered, the rest of the baby's body will follow shortly. Baby airway will be cleared if necessary. The health care provider or labor coach will then cut the umbilical cord.

① Presentation of head



② Rotation and delivery of anterior shoulder



③ Delivery of posterior shoulder



④ Delivery of lower body and umbilical cord

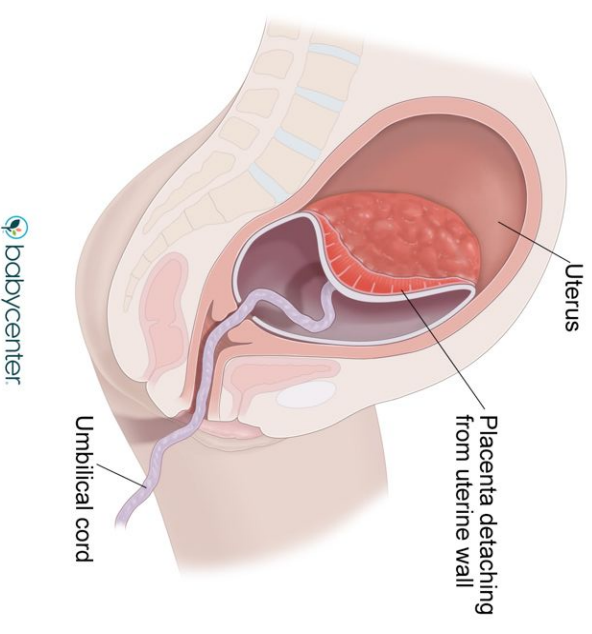


STAGE 3 OF LABOR

DELIVERY OF THE PLACENTA

How long does it last: Usually delivered within 5-30 minutes after the delivery of the baby.

- ❖ After the delivery of your baby, a health care provider will be looking for small contractions to begin again. The contractions signal that your placenta is separating from the uterine wall and is ready to be delivered.
- ❖ After you deliver the placenta, your uterus will continue to contract to help it return to its normal size.
- ❖ A member of the health care team may massage the abdomen. This may help the uterus contract to decrease bleeding.



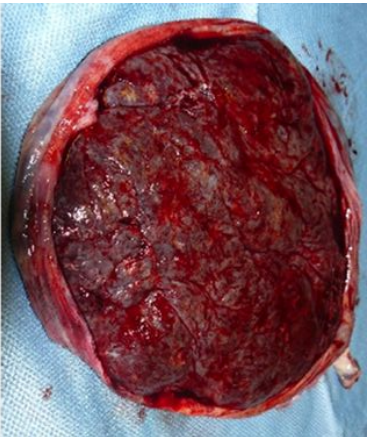
THE PLACENTA



Although the umbilical cord and the placenta are usually disposed of once baby arrives, cord blood is rich in stem cells and can be used to save lives and for medical research in the future



Fetal Side:
umbilical cord
attached in
center



Maternal Side:
attached to lining
of uterus

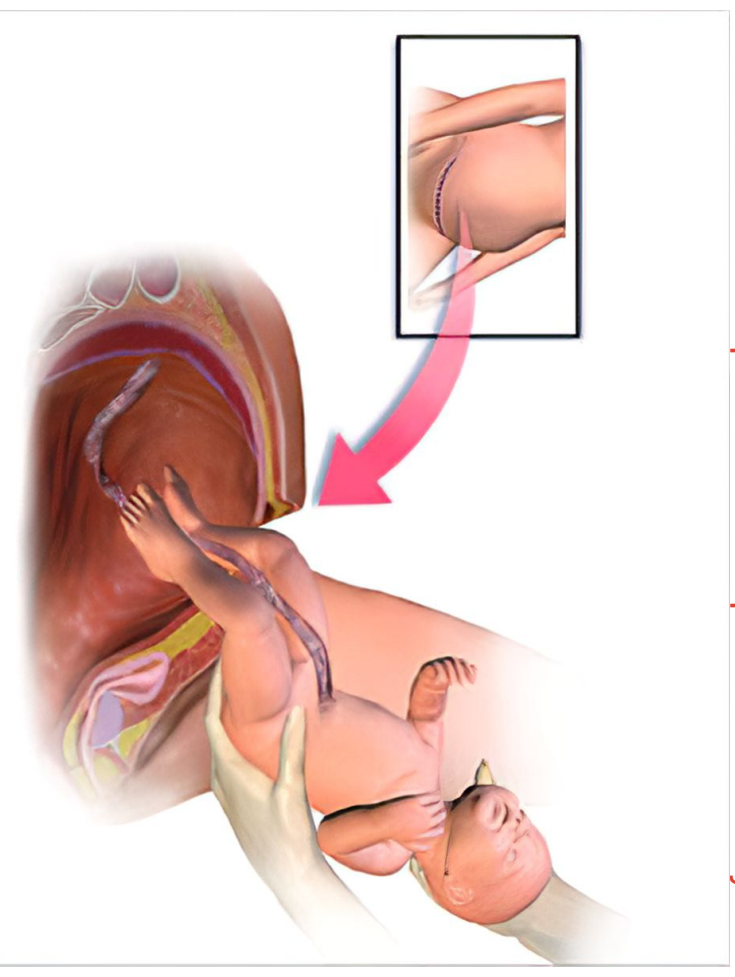


Amniotic Sac with Placenta & Cord



CAESAREAN SECTION "C-SECTION"

- ❖ a surgical procedure in which a baby is born through a cut made in the mother's abdominal wall and uterus.
- ❖ A baby will need to be born by caesarean section if there are serious problems that prevent the baby being born by a normal vaginal birth.
- ❖ Recovery is longer for birthing mother.





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C-section

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Your Practice On Line

Miscarriage

- Pregnancy loss that occurs **BEFORE** 20 weeks.
- Most in the first trimester.
- 15-20% of recognized pregnancies



STILL BIRTH

- Fetal death that occurs **AFTER 20 WEEKS**
- Could be because of placenta problems, birth defects, growth restrictions, infections, and others



Stillbirth & Miscarriage

Global
NEWS



PRENATAL DEVELOPMENT

1. The optimum age range for a woman to have a child is **20-35** years.
2. The recommended optimum weight gain during pregnancy is between **24-30** pounds.
 - For twins it is **40-45** pounds.
 - Eat 300 extra calories per day starting in 4th month



Time to work



Canvas:

1. Stages of Labor Assignment
 2. Prenatal Quiz
 3. Stop the rise
 4. Baby Budget
-

**Utah Career Path High
Statement of Financial Position
As of September 30, 2024**

	Period Ending 09/30/2024	Period Ending 09/30/2023
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash		
Cash		
8111-09i-001 - UCP ZB Opr	\$ 287,699	\$ 350,480
8112-09I-001 - UCP ZB Petty Cas	1,014	1,951
Total Cash	288,713	352,431
Investments		
8120-09I-001 - UCPH - PTIF	2,125,797	1,840,838
Total Investments	2,125,797	1,840,838
Operating Cash	2,414,510	2,193,269
Accounts Receivables	33,090	152,984
Total Current Assets	2,447,600	2,346,253
Net Assets		
Fixed Assets	851,767	783,988
Depreciation	(423,903)	(255,408)
Total Net Assets	427,864	528,580
Total Assets & Other Debits	\$ 2,875,464	\$ 2,874,833
Liabilities & Fund Equity		
Current Liabilities	\$ 78,315	\$ 20,445
Long-Term Liabilities	379,939	537,733
Fund Balance	2,257,459	2,157,796
Net Income	159,751	158,859
Total Liabilities & Fund Equity	\$ 2,875,464	\$ 2,874,833

**Utah Career Path High
Statement of Activities
7/1/2024-9/30/204**

	Annual	Year-to-Date	
	6/30/2025	9/30/2024	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	\$ 123,050	\$ 36,995	30.1 %
Revenue From State Sources	2,225,274	581,404	26.1 %
Revenue From Federal Sources	38,659	988	2.6 %
Total Income	2,386,983	619,387	25.9 %
Expenses			
Instruction/Salaries			
0121 - Salaries - Principals and Assistants	151,000	61,180	40.5 %
0131 - Salaries - Teachers	803,735	114,462	14.2 %
0132 - Salaries - Substitute Teachers	20,000	-	0.0 %
0142 - Salaries - Guidance Personnel	80,000	13,472	16.8 %
0152 - Salaries - Secretarial and Clerical Personnel	104,610	21,555	20.6 %
0161 - Salaries - Teacher Aides and Para-Pros	93,120	15,016	16.1 %
Total Instruction/Salaries	1,252,465	225,685	18.0 %
Employee Benefits			
0220 - Social Security	110,360	18,629	16.9 %
0230 - Local Retirement	37,750	4,604	12.2 %
0240 - Group Insurance	5,500	657	11.9 %
0270 - Industrial Insurance	3,278	657	20.1 %
0280 - Unemployment Insurance	24,991	3,311	13.2 %
0290 - Other Employee Benefits	162,000	21,984	13.6 %
Total Employee Benefits	343,879	49,842	14.5 %
Purchased Prof & Tech Serv			
0320 - Professional - Educational Services	39,500	18,566	47.0 %
0330 - Professional Employee Training and Development	51,200	10,058	19.6 %
0340 - Other Professional Services	29,301	3,971	13.6 %
0345 - Business Services	92,000	33,775	36.7 %
0350 - Technical Services	27,360	21,172	77.4 %
Total Purchased Professional & Technical Services	239,361	87,542	36.6 %
Purchased Property Services			
0410 - Utility Services	-	331	0.0 %
0430 - Repairs & Maintenance Services	2,200	-	0.0 %
0441 - Rental of Land & Buildings	184,000	29,902	16.3 %
Total Purchased Property Services	186,200	30,233	16.2 %
Other Purchased Services			
0513 - Student Transportation Services - Commercial	3,000	-	0.0 %
0518 - Student Day Trips/Field Trips (incl. admission)	1,000	-	0.0 %
0521 - Property Insurance	800	480	60.0 %
0522 - Liability Insurance	3,300	3,320	100.6 %
0530 - Communication (Telephone & Other)	9,500	1,024	10.8 %
0540 - Advertising	30,000	17,864	59.5 %
0561 - Student Tuition to other LEAs In State	5,000	192	3.8 %
0580 - Travel/Per Diem	5,000	2,424	48.5 %
Total Other Purchased Services	57,600	25,304	43.9 %

Utah Career Path High
Statement of Activities (continued)
7/1/2024-9/30/204

	Annual	Year-to-Date	
	6/30/2025	9/30/2024	
	Budget	Actual	% of Budget
Supplies & Materials			
0610 - General Supplies	55,014	14,392	26.2 %
0610-001 - Furniture and Fixtures (not capitalized)	15,000	199	1.3 %
0610-002 - Other Food Purchases	10,000	2,021	20.2 %
0621 - Natural Gas	2,000	15	0.8 %
0622 - Electricity	2,000	372	18.6 %
0641 - Textbooks	500	-	0.0 %
0644 - Library Books	352	-	0.0 %
0650 - Supplies - Technology Related	15,000	2,632	17.5 %
0670 - Software	25,700	20,297	79.0 %
0680 - Maintenance Supplies and Materials	2,000	-	0.0 %
Total Supplies & Materials	127,566	39,928	31.3 %
Property			
0730 - Equipment	6,000	-	0.0 %
Total Property	6,000	-	0.0 %
Debt Services & Miscellaneous			
0810 - Dues and Fees	21,000	1,103	5.2 %
Total Debt Services & Miscellaneous	21,000	1,103	5.2 %
Total Expenses	2,234,071	459,637	20.6 %
Total Net Income	\$ 152,912	\$ 159,750	104.5 %

Sexually

Transmitted Infections (STIs)



Learning Objectives

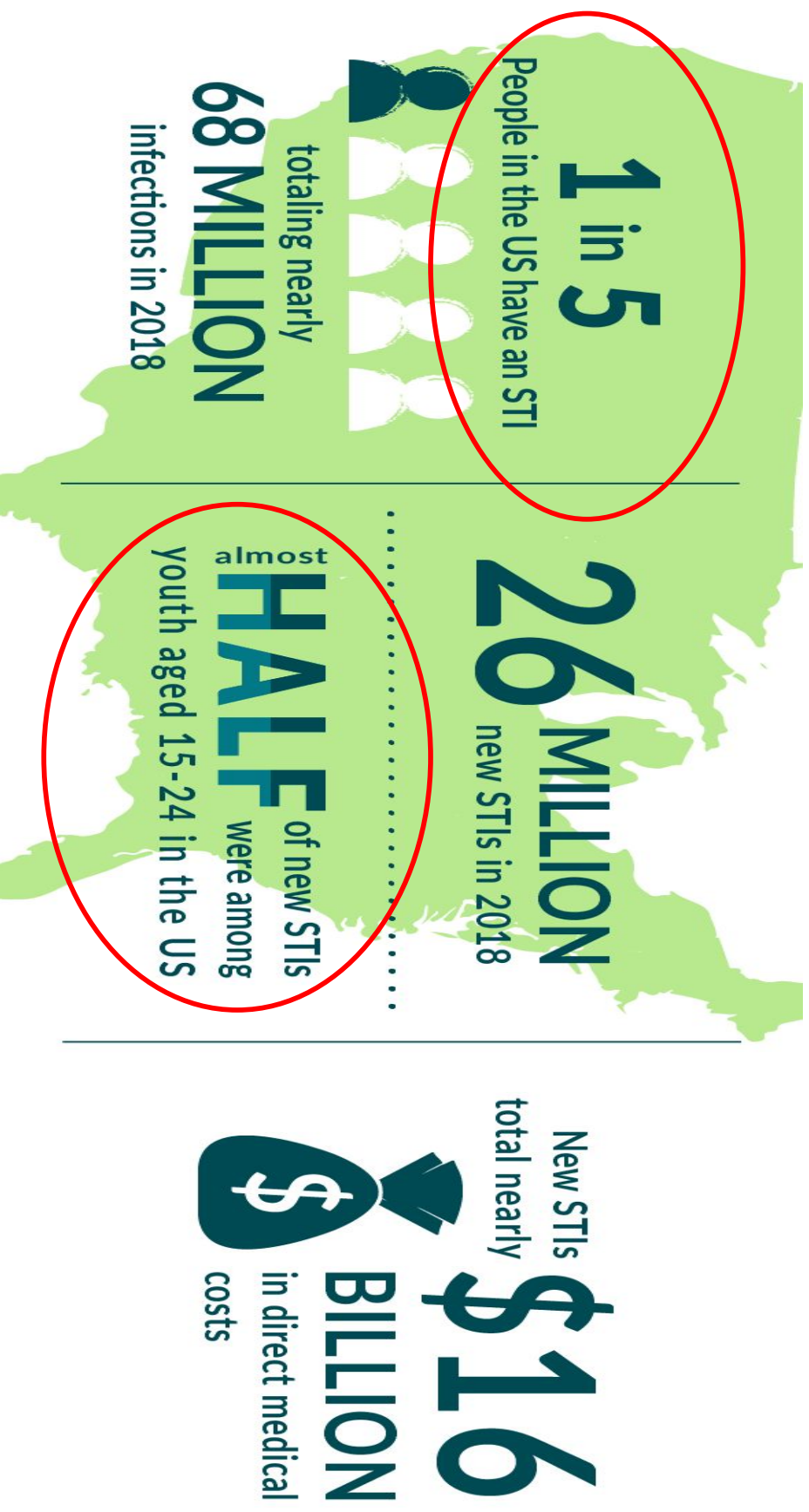
Students will be able to:

- Define STIs.
- List the 8 most common STIs in the US (chlamydia, gonorrhoea, genital herpes, hepatitis B, HIV, HPV, syphilis, trichomonas).
- Assess the consequences of being sexually active.
- Recognize symptoms of the above listed STIs.
- Describe treatment options for the above listed STIs.
- Select strategies that prevent STIs including abstinence.

What are STIs?

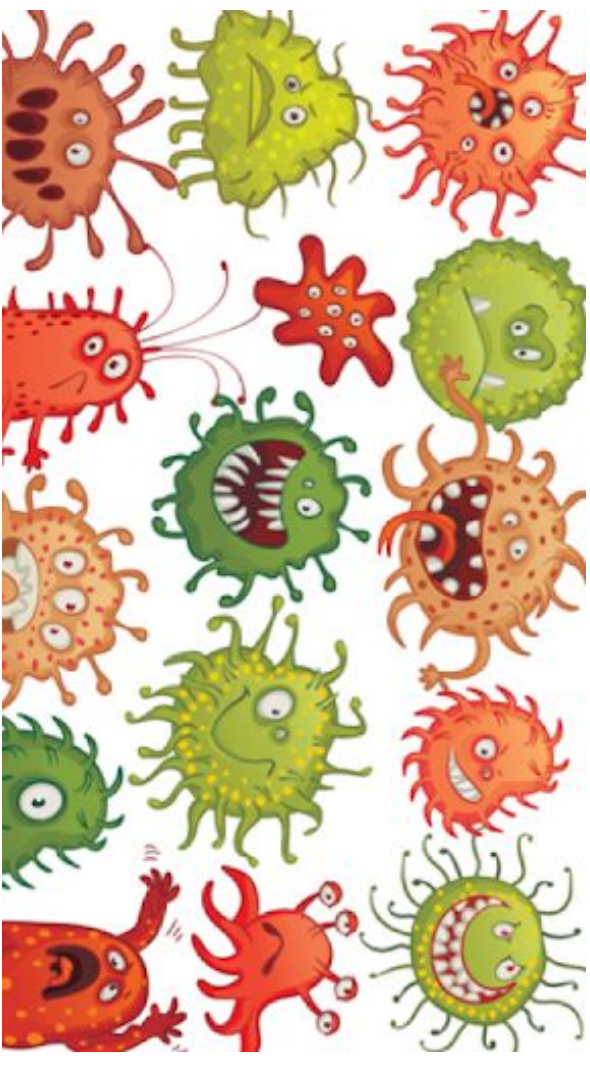
- STI stands for **S**exually **T**ransmitted **I**nfection
- **What is it?**
 - An infection that is spread (transmitted) through sexual contact
 - Can be caused by bacteria, viruses, or parasites
- **What is meant by sexual contact?**
 - Intimate skin-to-skin contact in the genital area
 - Includes touching or oral, vaginal, or anal sexual activity with partners of any sex

Key Statistics



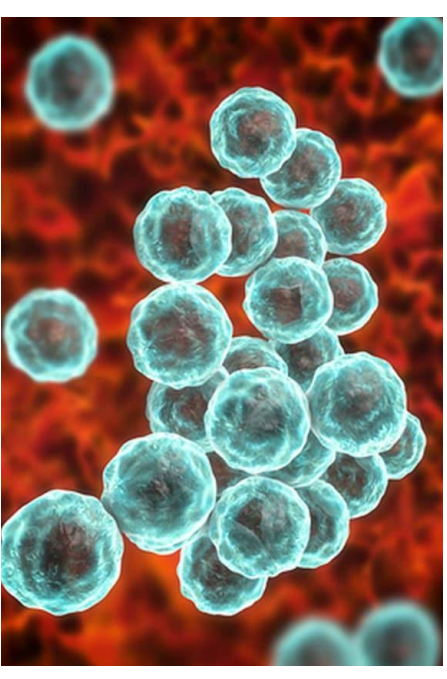
8 Most Common STIs in the US

- Chlamydia
- Gonorrhoea
- Genital herpes
- HPV
- Syphilis
- Trichomonas
- Hepatitis B
- HIV



Chlamydia

- **What is it?**
 - Common STI caused by bacteria
- **How do you get it?**
 - Having unprotected vaginal, anal, or oral sex
- **What are the symptoms?**



Most people have NO symptoms

Females	Abnormal vaginal discharge Irregular bleeding Pain in the abdomen or lower back
Males	Discharge from penis Pain &/or swelling in testicles
Both	Pain or burning when you urinate Rectal pain, discharge, bleeding, or itching

Did you know?

If left untreated, chlamydia can cause pelvic inflammatory disease (PID), infertility, and arthritis

Gonorrhoea

- **What is it?**
 - STI caused by bacteria
- **How do you get it?**
 - Having unprotected vaginal, anal, or oral sex
- **What are the symptoms?**



About 40% of people have NO symptoms

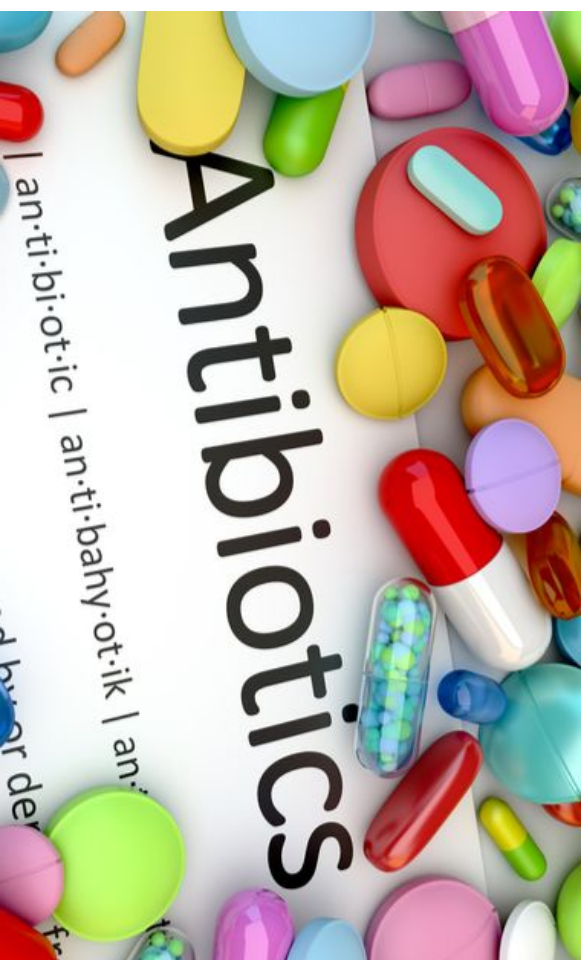
Females	Abnormal vaginal discharge Irregular bleeding Pain in the abdomen or lower back
Males	Green or yellow discharge from penis Irritation or itching inside the penis Pain &/or swelling in testicles
Both	Pain or burning when you urinate Swelling, itching, or pain in the genital area Rectal pain, discharge, bleeding, or itching

Did you know?

If left untreated, gonorrhoea can also cause pelvic inflammatory disease (PID), infertility, and arthritis

Treating Chlamydia & Gonorrhoea

- Can be cured with antibiotics



Genital Herpes

- **What is it?**
 - STI caused by a virus
- **How do you get it?**
 - Intimate skin-to-skin contact
 - Having unprotected vaginal, anal, or oral sex
- **What are the symptoms?**
 - *Most people have **NO symptoms***
 - One or more blisters on or around the genitals, anus, or mouth
 - Blisters can break open & leave painful sores



Treating Genital Herpes

- **NO** cure
- Medicines can:
 - Prevent/shorten blister outbreaks
 - Make it less likely to pass the virus on to your partner(s)



Human Papillomavirus (HPV)

- **What is it?**
 - **MOST** common STI in the US & worldwide
 - Caused by a virus
 - Many different types
 - Low-risk types can cause **genital warts**
 - High-risk types can cause **cervical, vaginal, penile, anal, mouth, & throat cancers**
- **How do you get it?**
 - Intimate skin-to-skin contact
 - Having unprotected vaginal, anal or oral sex
- **What are the symptoms?**
 - *Most people have **NO** symptoms*
 - Genital warts



Treating HPV

- **NO** cure
- Genital warts can be treated by a doctor
- **Important Note:** Condoms only provide **SOME** protection but **DO NOT** always prevent HPV transmission

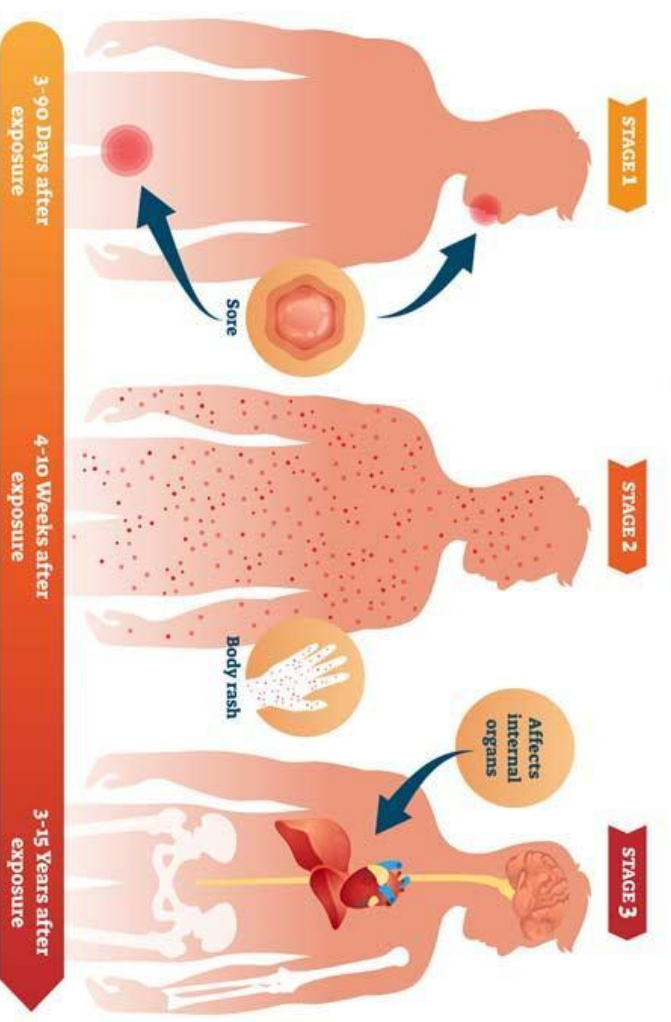
Syphilis

- **What is it?**
 - STI caused by bacteria
- **How do you get it?**
 - Having unprotected vaginal, anal or oral sex
 - Can be passed from mother to baby

- **What are the symptoms?**

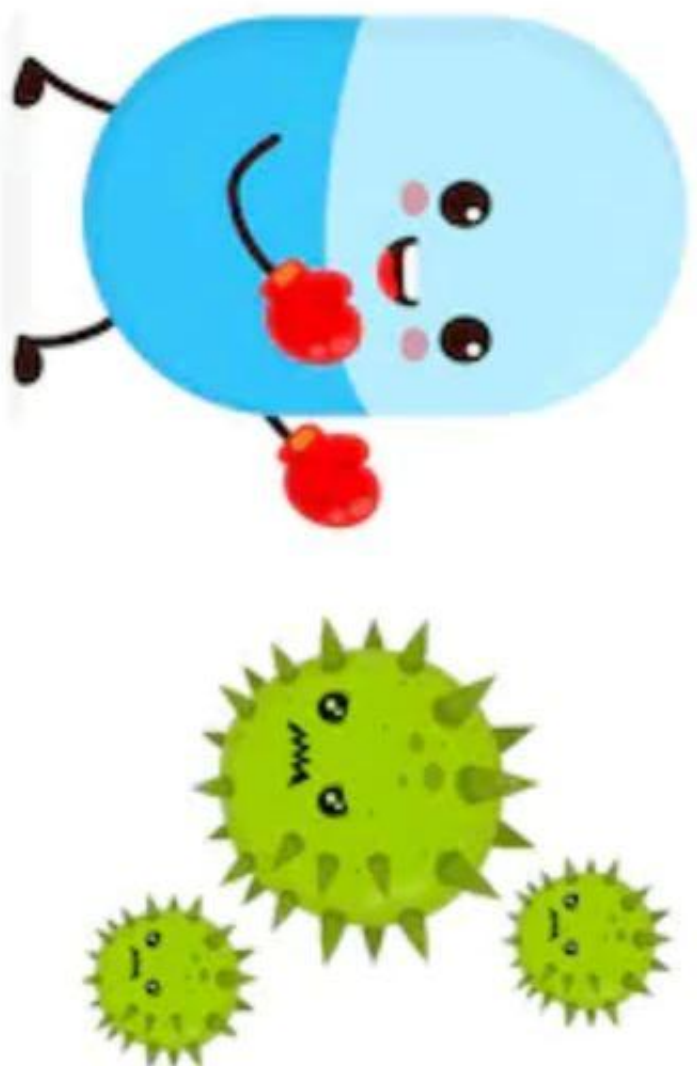
*Some people have **NO symptoms***

- Infection progresses in stages with different symptoms



Treating Syphilis

- Can be cured with antibiotics



Trichomonas

- **What is it?**
 - STI caused by a parasite
- **How do you get it?**
 - Having unprotected vaginal, anal or oral sex
- **What are the symptoms?**



Most people have NO symptoms

Females	Yellow-green, frothy vaginal discharge Itching in or around the vagina Painful urination or intercourse
Males	Most have no symptoms but can still spread it

Treating Trichomonas

- Can be cured with antibiotics



Hepatitis B & HIV

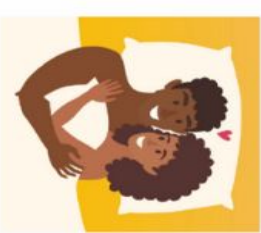
- Both are STIs & blood-borne pathogens
- **How do you get these infections?**
 - Through contact with blood or bodily fluids of an infected person

Blood

Direct blood to blood contact



Sex



There is a risk during any
type of sexual contact

Hepatitis B

- Caused by a virus
- **What are the symptoms?**
 - *Many people have **NO symptoms***
 - Flu-like symptoms
 - Yellowing of eyes & skin (jaundice)
- **Treating hepatitis B:**
 - **NO** cure
 - Anti-viral medications can control symptoms
 - Can cause liver cancer



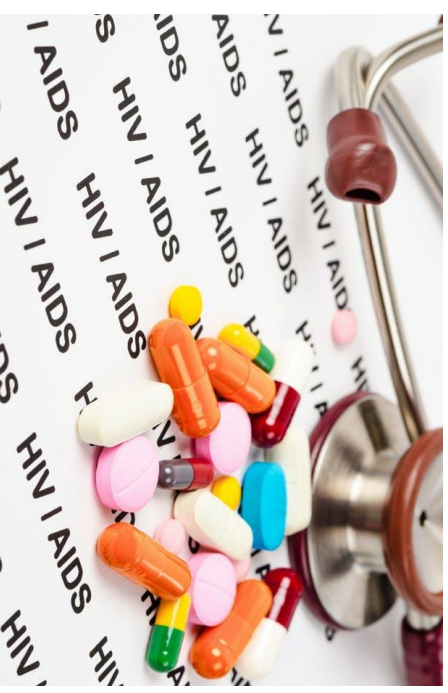
Human Immunodeficiency Virus (HIV)

- Caused by a virus that attacks the immune system
- **What are the symptoms?**

*Some people have **NO symptoms***

- Possible symptoms 2-4 weeks after infection:
 - Fever, chills, night sweats
 - Rash
 - Muscle aches, fatigue
 - Sore throat
 - Swollen lymph nodes
 - Mouth ulcers

- **Treating HIV:**
 - **NO cure**
 - Medicines can:
 - Control HIV by reducing the amount of HIV in your body
 - Reduce risk of passing the virus on to your partner(s)
 - **Without treatment, HIV will progress to AIDS**



What are the BEST ways to prevent STIs?

- Abstinence – the only method that offers 100% protection against STIs
- Limit number of sexual partners
- Have open & honest communication with every partner about STI history & testing
- Do NOT have sex if there are any symptoms of an STI present
- Regular STI testing
- Get vaccinated (hepatitis B & HPV)



Preventing Hepatitis B & HIV

Hepatitis B

- **Hepatitis B vaccine**
- Abstinence
- Safer sex practices:
- Wear gloves if you have to touch blood someone else's blood
- Don't share needles or personal hygiene equipment

HIV

- Abstinence
- Safer sex practices:
- Wear gloves if you have to touch blood someone else's blood
- Don't share needles or personal hygiene equipment
- Get tested so you know your infection status

Key Points About STIs

- Many people with STIs have **NO** symptoms
 - You cannot tell if a person has an STI just by looking at them
 - Sometimes the only way to now if you have an STI is through testing
- Some STIs can be cured with antibiotics, other STIs have **NO cure**
- You can get more than one STI at a time
- There are vaccines for **hepatitis B & HPV**
 - Get vaccinated!
- Abstinence is the **MOST** effective way to prevent STIs, but if you choose to become sexually active remember the safer sex practices that we have just discussed