

Hawthorn Academy

Board of Directors Meeting

Date: October 8, 2025

Time: 8:45AM

Location: 1437 W 11400 S, South Jordan UT 84095



Our mission is to provide an exciting and enabling learning environment where students will develop a desire to explore and understand the world around them; be inspired to set and reach personal goals and become lifelong seekers of knowledge. We will provide challenging academics utilizing a proven methodology that will foster students who are responsible citizens, intellectually capable, and competitive in every aspect of society. Students will develop self-respect and self-discipline in a safe and supportive environment.

AGENDA

CALL TO ORDER – 8:45AM

PUBLIC COMMENT – 8:45AM - 8:50AM

CONSENT ITEMS – 8:50AM - 8:55AM

- 09.10.2025 Board Meeting Minutes

REPORTS – 8:55AM – 9:10AM

- Director's Report
- Finance Report

VOTING ITEMS & DISCUSSION ITEMS – 9:10AM – 10:10AM

- Bullying and Hazing Policy
- Hotline Complaint Policy
- Skyward
- Secondary School Schedule
- Charter School Conference Discussion

CLOSED SESSION - closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a). – 10:10AM – 10:25AM

CALENDARING

- Next Meeting November 12, 2025—South Jordan Campus

ADJOURN – 10:25AM

Hawthorn Academy

Board of Directors Meeting

Date: August 6, 2025

Location: <https://us02web.zoom.us/j/81520363407>

In Attendance: Tori Williams, Donald McNeill, Tammi Wright, Janielle Edwards, Heidi Scott, Meggen Pettit, Jamie Dickinson

Others In Attendance: Floyd Stensrud, Krystal Taylor, Kim McVey, Hannah Dorius, Jim Martin, Shondra Radka, Karen Petty, Brittney Garcia, Brenda Anderson



MINUTES

CALL TO ORDER

Tori Williams called the meeting to order at 8:49AM.

PUBLIC COMMENT

No public comment.

CONSENT ITEMS

- 05.28.2025 Board Meeting Minutes
- 06.23.2025 Board Meeting Minutes
- 08.06.2025 Board Meeting Minutes

The board suggested a change from the 08.06.2025 board meeting. Tori Williams called the meeting to order instead of Tammi Wright.

Meggen Pettit made a motion to approve the 05.28.2025 Board Meeting Minutes, 06.23.2025 Board Meeting Minutes, and 08.06.2025 Board Meeting Minutes as discussed. Tammi Wright seconded. Motion passed unanimously. Votes were as follows: Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Meggen Pettit, Aye; Heidi Scott, Aye; Janielle Edwards, Aye.

REPORTS

- Director's Report
Floyd Stensrud introduced the new administrators at the school. Karen Petty presented on the early learning plan to the board. The early learning plan was a huge success from the previous year. The current year's early learning plan was presented on to the board. The board discussed the current curriculum and expressed they were pleased with it.

Brittney Garcia and Shondra Radka left the meeting at 8:53AM.

Jamie Dickinson entered the meeting at 8:55AM.

Jim Martin left the meeting at 9:01AM.

- Finance Report
Kim McVey presented the Finance Report. The school received the highest accreditation. Kim is going to investigate the historic reports and ratings. The monthly financials were provided to the board, and several visual aids were added to the board materials to show different aspects of the budget. 16.7% through the fiscal year.

VOTING AND DISCUSSION ITEMS

- Imagine Learning Quote
Karen Petty presented the Imagine Learning Quote. Early Intervention Software Grant money will be used to pay for the Imagine Learning Curriculum.

Meggen Pettit made a motion to approve the Imagine Learning Quote up to \$50,000. Tammi Wright seconded. Motion passed unanimously. Votes were as follows: Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye, Meggen Pettit, Aye.

- Dress Code Policy
Brenda Anderson presented on the Dress Code Policy. House hoodies are a suggested addition to the dress code policy. The board made some clarifications to the use of wearing hoodies.

Meggen Pettit made a motion to approve the amended dress code to include house hoodies without the hood on the heads of the students. Jamie Dickinson seconded. Motion passed unanimously. Votes were as follows: Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye, Meggen Pettit, Aye.

Brenda Anderson left the board meeting at 9:26AM.
Karen Petty left the board meeting at 9:29AM.

- Skyward Discussion
Floyd Stensrud facilitated the Skyward Discussion. The current Student Information System is lacking a few key features and Floyd would like to look into Skyward as a potential solution. Matt Mouritsen presented to the board some updates with regards to the State's stance on approved Student Information Systems. This discussion item will be brought back at a future board meeting.
- LEA Licenses
Floyd Stensrud presented on the LEA Licenses. Carl Landskron, Amanda Clark, Silvia Hansen each need LEA Licenses for temporary licensure to teach at the school. The

Meggen Pettit made a motion to approve the amended dress code to include house hoodies without the hood on the heads of the students. Tammi Wright seconded. Motion passed unanimously. Votes were as follows: Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright,

Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye, Meggen Pettit, Aye

○ Policies:

○ Electronic Resources Policy

Priscilla Stringfellow presented on the Electronic Resources Policy. A few items were added to account for students that are having emergencies and health issues. Cell phone usage is now allowed in those cases in the policy.

○ Child Abuse & Neglect Policy

Priscilla Stringfellow presented on the Child Abuse & Neglect Policy. A line item was added to include administration on the list of persons notified in a case of a staff member being involved in a case of child abuse. If the person is an employee of the school and they engage in child abuse, DCFS, law enforcement, and administration need to be notified. A clarification was made under number 7 of the administrative procedures.

○ Toilet Training Policy

Priscilla Stringfellow presented on the Toilet Training Policy. Students K-3 need to check a box with an assurance that the students are toilet trained when they register for the school year.

Meggen Pettit made a motion to approve Electronic Resources Policy, Child Abuse and Neglect Policy with the clarifications discussed, and the Toilet Training Policy. Motion passed unanimously. Votes were as follows: Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye; Meggen Pettit, Aye.

CLOSED SESSION- to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a).

At 10:09AM, Meggen Pettit made a motion to move into closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a) at Hawthorn Academy West Jordan Campus. Tammi Wright seconded. Motion passed unanimously. Votes were as follows: Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye; Meggen Pettit, Aye.

At 10:33AM, Tammi Wright made a motion to move out of closed session. Meggen Pettit seconded. Motion passed unanimously. Votes were as follows: Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye; Meggen Pettit, Aye.

CALENDARING

- Next Meeting October 8, 2025—South Jordan Campus

ADJOURN

At 10:36AM Meggen made a motion to adjourn. Motion passed. unanimously. Votes were as

follows: Tori Williams, Aye; Donald McNeill, Aye; Tammi Wright, Aye; Jamie Dickinson, Aye; Heidi Scott, Aye; Janielle Edwards, Aye; Meggen Pettit, Aye.

Hawthorn Academy
Closed Session Statement

Meeting Date: 09.10.2025

Location: 9062 S 2200 W
West Jordan, UT 84088



CLOSED SESSION SWORN STATEMENT:

At a duly noticed public meeting held on the date listed above, the board of directors for Hawthorn Academy entered into a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the 10th day of September, 2025, at 9062 S 2200 W West Jordan, UT 84088.


Tori Williams (Sep 10, 2025 15:06:40 MDT)

Tori Williams, Board Chair

DRAFT



Budget Summary

9/31/2025
25% of the Year

Month End Report

Category	Type	YTD Actual	Budget	% of Budget	Forecast	% of Forecast
Revenue (4 Category records)						
1000 Local Revenue	Revenue	235,805	1,150,600	20%	1,172,350	20%
3000 State Revenue	Revenue	4,451,211	16,516,885	27%	16,520,533	27%
4000 Federal Revenue	Revenue	-361,033	791,740	-46%	791,740	-46%
5000 Other Financing Sources	Revenue	21,332	0		0	
TOT		4,347,315	18,459,225		18,484,623	
Expense (8 Category records)						
100 Salaries	Expense	-1,431,870	-9,877,449	14%	-9,877,449	14%
200 Employee Benefits	Expense	-402,214	-2,839,583	14%	-2,839,583	14%
300 Professional & Tech Services	Expense	-189,801	-1,515,000	13%	-1,522,070	12%
400 Property Services	Expense	-93,900	-241,500	39%	-268,600	35%
500 Other Services	Expense	-102,378	-342,500	30%	-346,800	30%
600 Supplies & Materials	Expense	-444,580	-1,212,000	37%	-1,290,500	34%
700 Property	Expense	-259,156	-295,500	88%	-295,500	88%
800 Debt Service and Misc.	Expense	-57,189	-1,910,000	3%	-1,910,000	3%
TOT		-2,981,088	-18,233,532		-18,350,502	
TOT		1,366,227	225,693		134,121	

Financial Ratios

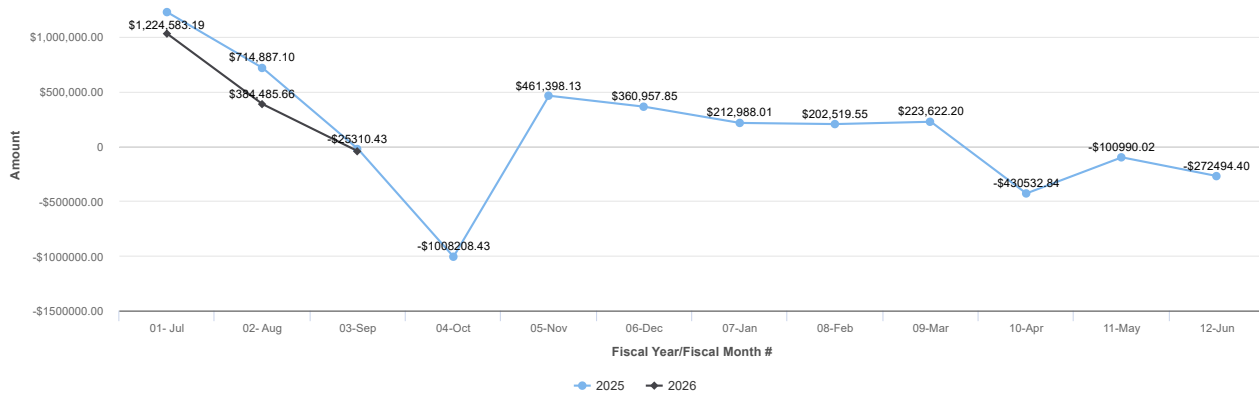
Bond Ratio	Covenant	Forecast
Debt Service Ratio	>1.10	1.43
Days Cash	>30 Days	383

Budget Analysis

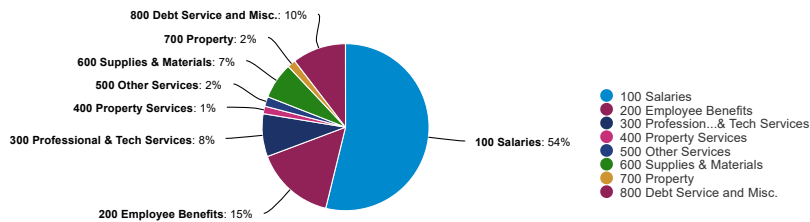
Accounts above/below elapsed time

1. Federal Revenue - Deficit due to FY25 receivables not yet paid
2. Salaries and Benefits - Accrual and hourly employees beginning in the middle of August.
3. Professional Services - Student services
4. Property Services - Summer water, lawn care, office construction
5. Other Services - Liability and Property Insurance
6. Supplies and Materials - Software, textbooks and online curriculum
7. Property - Playground
8. Debt Service - Bond payment not until October

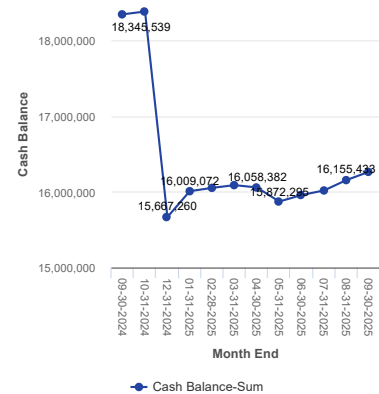
Monthly Change in Net Position



Forecast by Category



Unrestricted Cash Balance



Hawthorn High Level Strategic Work Plan/School Improvement Plan - 2025-2026

Work Plan Overview: The table below will provide an “at a glance” summary of the multi-year impact goals, annual performance benchmarks across all three pillars, high-level data points, implementation priorities for this year, and the foundational leadership goal. This summary should be shared with stakeholders and could be used with some in lieu of the comprehensive strategic/SIP plan.

Timeframe	Pillar 1 GROWTH- Academic	Pillar 2 SAFETY - Character/Culture/behavior	Pillar 3 ENGAGEMENT
1-Year Impact Goals	<p>1. 65% of students are meeting or exceeding typical annual growth in ELA and Math. (iReady Diagnostic K-9, Acadience Reading K-8, Acadience Math K-3, Into Reading Growth Measure)</p> <p>2a. 80% of students will meet proficiency from pre/post assessments and common formative assessments (CFA).</p> <p>2b. Establish RTI/MTSS guidelines, identification, progress monitoring, and targeted interventions and extensions for all students in reading and/or math by the end of the school year.</p> <p>3. Students identified in the lowest 25% for academic performance (based on state and local assessments) will demonstrate at least one year's academic growth in reading and mathematics, as measured by progress monitoring tools (e.g., i-Ready, Acadience, benchmark assessments, and state summative assessments).</p>	<p>1. Collect baseline data and implement a plan for classroom management framework (positive to correctives, opportunities to respond, on task/off task, meeting classroom expectations)</p> <p>2. Establish a district-wide framework and structure for Houses to ensure consistent implementation and intentional focus with teachers and students.</p>	<p>1. 80% of students are engaged in the learning environment, 80% of the time. (Determined by observations and data collection, Big 8 and Basic 5).</p> <p>2. Establish a comprehensive attendance baseline and data system to monitor student attendance patterns while building a school-wide culture that values daily attendance and addresses barriers to consistent attendance.</p>
3-Year Impact Goals	<p>1. 80% of students are meeting or exceeding typical annual growth in ELA and Math. (iReady Diagnostic K-9, Acadience Reading K-8, Acadience Math K-3, Into Reading Growth Measure)</p> <p>2. Implement a district-wide instructional framework that ensures consistent tier 1, tier 2, and tier 3 practices: guidelines, identification,</p>	<p>1. Establish a district-wide CHAMPS classroom management framework to promote consistent expectations, positive behavior supports, and a safe, orderly learning environment across all schools.</p> <p>2. Establish a district-wide framework and structure for Houses to ensure consistent</p>	<p>1. 80% of students are engaged in the learning environment, 80% of the time. (Determined by observations and data collection, Big 8 Brinkam and Basic 5 CHAMPS).</p> <p>2. Reduce the percentage of students who are chronically absent (attending less than 90% of instructional days) by at least 50%, while</p>

	<p>progress monitoring, and targeted interventions and extensions for all students in reading and/or math by the end of the school year.</p> <p>3. Students identified in the lowest 25% for academic performance (based on state and local assessments) will demonstrate at least one year's academic growth in reading and mathematics, as measured by progress monitoring tools (e.g., i-Ready, Acadience, benchmark assessments, and state summative assessments).</p>	<p>implementation and intentional focus with all stakeholders.</p>	<p>building a school-wide culture that values daily attendance and addresses barriers to consistent attendance.</p> <p>STEM- 2. Implemented a district-wide STEM Framework</p>
<p>5-Year Impact Goals</p>	<p>1. District-wide RTI framework has been established. Consistent identification, progress monitoring, and targeted interventions for all students performing below benchmark in reading and/or math is occurring and teachers are using data weekly to determine Tier 2 and Tier 3 student needs.</p>	<p>1. Fully embed CHAMPS as a sustainable, data-driven district-wide classroom management framework that is consistently implemented in every classroom, with ongoing professional development, peer mentoring, and digital resource access for teachers. Utilize behavior and engagement data to refine practices annually, achieving measurable improvements in student behavior, attendance, and engagement across all schools.</p> <p>2. Develop a thriving, district-wide Houses system that is deeply woven into the culture of each school, fostering student leadership, community service, and cross-grade mentorship. Establish annual district-wide House events, leadership summits, and competitions that strengthen school spirit and connectedness. Create a leadership pipeline within Houses, preparing students for future roles in school governance and community leadership. By year five, the Houses program will be recognized as a hallmark of the district's culture, with documented positive impacts on student belonging, attendance, and academic achievement.</p>	<p>1. Achieve and sustain 90% of students engaged in the learning environment, 90% of the time, as measured by observations and data collection tools (Big 8 Brinkman and Basic 5 CHAMPS). Establish a district-wide professional learning system that continually trains, coaches, and supports teachers in high-engagement strategies. Use real-time engagement data to drive instructional adjustments, and ensure each school maintains a culture of active learning supported by peer observation, model classrooms, and shared best practices.</p> <p>2. Reduce chronic absenteeism by at least 75% district-wide, ensuring fewer than 5% of students attend less than 90% of instructional days. Fully embed a district attendance culture campaign that actively involves families, community partners, and student leadership in promoting the value of daily attendance. Implement early-warning data systems to identify and address barriers proactively, and establish recognition programs celebrating exemplary attendance at both school and district levels.</p>

Hawthorn Strategic Work Plan/School Improvement Plan - 2025-2026

1 Year Impact Goals

Pillar	Goal Statement	Structures and Action Steps	Supports and Services	Data Points/Evidence for Monitoring Progress and Success
GROWTH-Academic	2b. Establish RTI/MTSS guidelines, identification, progress monitoring, and targeted interventions and extensions for all students in reading and/or math by the end of the school year.	<p>1. Every teacher provides the BOY diagnostic/Assessments</p> <p>2. Curriculum Director establishes an RTI/MTSS Committee. Create Tier 1, Tier 2 and Tier 3 guidelines to present to Director for approval.</p> <p>- Define expectations and processes for each Tier.</p> <p>- Establish how we identify students for Tier 2 and Tier 3. How do students enter and exit interventions. What should the duration and frequency of interventions look like.</p> <p>- Develop data meeting protocols, progress monitoring schedules, and professional development sessions.</p> <p>3. Provide Professional Development and Training on the RTI/MTSS Guidelines</p>	<p>1. Training on Diagnostic tools (iReady) - iReady Team, Curriculum Dept.</p> <p>2. Consulting Expert- Janey</p> <p>3. Teach Like a Champ/Behavior Academics</p> <p>4. Best Practices Books</p> <p>5. RTI Conference in November</p>	<p>Typical Growth - iReady Diagnostic K-9, Acadience Reading K-8, Acadience Math K-3, Into Reading Growth Measure</p>
SAFETY-Character/Culture /behavior	1. Collect baseline data and implement a plan for classroom management framework (positive to correctives, opportunities to respond, on task/off task, meeting classroom expectations)	<p>1. Introduce the CHAMPS classroom management framework to create a positive, proactive, and predictable learning environment.</p> <p>- Structure- Attention Signal</p> <p>- Establish beginning and ending routines.</p>	<p>-Train principal and coaches on observation protocols and data collection.</p> <p>-Provide PD on the chosen classroom management framework</p> <p>-Model strategies for Structure-Attention Signals</p>	<p>-Teachers have established an attention signal that is both visible and clear</p> <p>-100% of students respond to the attention signal within 5 seconds, silent and prepared to respond to adult directions.</p>

		<p>2. Present district behavior plan to staff</p> <ul style="list-style-type: none"> - Create standardized office referral process 	<p>-Facilitate professional development sessions so teachers can learn effective Attention Signals, and effective beginning and ending routines.</p> <p>-training on office referrals</p>	<p>-90% of students are able to follow procedures for each routine.</p> <p>-Less than 10% of instructional minutes are spent in routines and transitions.</p> <p>-collect data of office referrals for behavior</p>
ENGAGEMENT	<p>1. Establish a comprehensive attendance baseline and data system to monitor student attendance patterns while building a school-wide culture that values daily attendance and addresses barriers to consistent attendance</p> <p>2. Design a STEM framework and 5 year plan aligned to the STEM designation portfolio.</p>	<p>1. Define Attendance Metrics: Clarify what counts as excused, unexcused, tardy, and chronic absenteeism (align to state definitions).</p> <p>2. Audit Current Systems: Review existing SIS reports, teacher tracking methods, and office processes for accuracy and consistency.</p> <p>3. Baseline Creation: Pull last year's attendance data to set benchmarks (schoolwide, grade-level, and subgroup)</p> <p>1. Conduct a STEM Gap Analysis -</p>	<ul style="list-style-type: none"> - Clear policies from the charter board or district office to ensure alignment. - A standardized attendance handbook or quick-reference guide for stakeholders. - PD for teachers and office staff on correct coding and definitions. - Surveys or interviews to understand how teachers currently track attendance. - Time in leadership meetings to review and approve the baseline report. - Parent survey to challenges and barriers to attendance - Protocol to analyze the STEM Gap and guide action steps - Curriculum Director and STEM Coordinators to define 	<ul style="list-style-type: none"> - Written attendance policy is approved by the board and distributed to all staff. - Staff training agenda or sign-in sheet verifying rollout of the new definitions. - Flowchart/map of current office and teacher processes for attendance entry - Attendance dashboard or report showing last year's overall, grade-level, and subgroup attendance rates. - Completed gap analysis with a summary report highlighting STEM strengths, gaps, and recommendations. - Draft outline of framework sections (e.g., Vision, Instruction, Partnerships, Equity). - 5-year plan document with annual goals,

		<div>2. Define Core Components of the Framework</div> <div>3. Create Draft Framework Document</div> <div>4. Create 5 year plan aligned to the STEM Designation plan</div>	<div>components of the framework</div> <div>- Curriculum Director and STEM Coordinator and School Leadership create 5 year plan.</div>	<div>milestones, and responsible parties.</div>
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Month End Report (Prior vs Current)

Account	Category Type	Prior YTD	Current YTD	Budget	% of Budget	Forecast	% of Forecast
(empty)- 0% (1 Account)							
0250 Tuition Reimbursement				0	0%	0	0%
TOT			0	0		0	
Revenue - 1000 Local Revenue 20% (11 Account records)							
1510 Interest on Investments	Revenue	280,793	153,028	700,000	22%	700,000	22%
1610 Sales to Students	Revenue	58,343	29,833	250,000	12%	250,000	12%
1620 Sales to Adults	Revenue	490	75	1,600	5%	1,600	5%
1743 Curricular Activity Fees	Revenue	9,145	410	7,000	6%	7,000	6%
1747 Extra-Curricular Activity Fees	Revenue	11,915	4,014	25,000	16%	25,000	16%
1760 Fines	Revenue	5		0	0%	0	0%
1910 Rentals	Revenue	38,902	20,875	90,000	23%	90,000	23%
1920 Contributions and Donations From Private Sources	Revenue	73,164	2,938	25,000	12%	25,000	12%
1960 Misc. Revenue from Other Local Governments	Revenue	26,600		0	0%	0	0%
1990 Miscellaneous	Revenue	9,846	24,632	15,000	164%	36,750	67%
1990-001 Field Trips	Revenue	688		37,000	0%	37,000	0%
TOT		509,891	235,805	1,150,600		1,172,350	
Revenue - 3000 State Revenue 27% (9 Account records)							
3005 Regular School Programs K	Revenue	175,177	166,049	664,195	25%	664,195	25%
3010 Regular School Programs 1-12	Revenue	1,262,324	1,277,320	5,109,725	25%	5,109,725	25%
3020 Professional Staff	Revenue	102,507		0	0%	0	0%
3100 Restricted Basic School Programs	Revenue	610,693	712,218	2,834,278	25%	2,837,926	25%
3200 Related to the Basic Programs	Revenue	1,202,098	1,411,114	5,656,828	25%	5,656,828	25%
3400 Other Programs	Revenue	405,479	474,838	1,426,121	33%	1,426,121	33%
3500 One-time Funding	Revenue	208,471	332,094	825,738	40%	825,738	40%
3800 Non-MSP State Revenues (via USBE)	Revenue	14,633	10,788	0	0%	0	0%
3990 REVENUE OTHER STATE AGENCIES	Revenue		66,792	0	0%	0	0%
TOT		3,981,380	4,451,211	16,516,885		16,520,533	
Revenue - 4000 Federal Revenue 0% (5 Account records)							
4200 Unrestricted Revenue Received From Federal Government Through The State	Revenue	0		194,008	0%	194,008	0%
4522 IDEA - B -- Pre-School Disabled (Sec 619)	Revenue		-4,963	4,963	-100%	4,963	-100%
4524 IDEA - B -- Disabled (PL 101-476)	Revenue	0	-193,469	240,939	-80%	240,939	-80%
4560 Federal Child Nutrition Programs	Revenue	21,584		200,000	0%	200,000	0%
4800 Federal No Child Left Behind	Revenue		-162,600	151,829	-107%	151,829	-107%
TOT		21,584	-361,033	791,740		791,740	
Revenue - 5000 Other Financing Sources 0% (1 Account)							
5600 Insurance Recoveries	Revenue		21,332	0	0%	0	0%
TOT			21,332	0		0	
Expense - 100 Salaries 14% (13 Account records)							
0121 Salaries - Principals and Assistants	Expense	-160,078	-183,037	-691,404	26%	-691,404	26%
0131 Salaries - Teachers	Expense	-764,759	-886,513	-6,545,085	14%	-6,545,085	14%
0132 Salaries - Substitute Teachers	Expense		-34	-15,000	0%	-15,000	0%
0141 Salaries - Attendance and Social Work Personnel	Expense	-6,542	-6,930	-53,380	13%	-53,380	13%
0142 Salaries - Guidance Personnel	Expense	-30,621	-28,704	-217,250	13%	-217,250	13%
0144 Salaries - Psychological Personnel	Expense	-7,751	0	-63,960	0%	-63,960	0%
0151 Salaries - Professional Office Personnel	Expense		-7,877	-62,290	13%	-62,290	13%
0152 Salaries - Secretarial and Clerical Personnel	Expense	-57,039	-61,595	-269,900	23%	-269,900	23%
0161 Salaries - Teacher Aides and Para-Professionals	Expense	-151,329	-165,923	-1,232,650	13%	-1,232,650	13%
0162 Salaries - Media Personnel - Non-Licensed	Expense	-5,713	-7,651	-52,800	14%	-52,800	14%

Account	Category Type	Prior YTD	Current YTD	Budget	% of Budget	Forecast	% of Forecast
0182 Salaries - Custodial & Maintenance Personnel	Expense	-15,338	-16,431	-130,260	13%	-130,260	13%
0184 Salaries – Administrative Technology Personnel	Expense	-2,729	-8,433	-67,470	12%	-67,470	12%
0191 Salaries - Food Services Personnel	Expense	-52,889	-58,741	-476,000	12%	-476,000	12%
TOT		-1,254,787	-1,431,870	-9,877,449		-9,877,449	
Expense - 200 Employee Benefits 14% (6 Account records)							
0220 Social Security	Expense	-106,272	-120,145	-839,583	14%	-839,583	14%
0230 Local Retirement	Expense	-23,905	-24,356	-175,000	14%	-175,000	14%
0240 Group Insurance	Expense	-118,109	-66,302	-500,000	13%	-500,000	13%
0270 Industrial Insurance	Expense	-5,011	-4,915	-35,000	14%	-35,000	14%
0280 Unemployment Insurance	Expense	-5,677	-11,777	-90,000	13%	-90,000	13%
0290 Other Employee Benefits	Expense	-172,925	-174,719	-1,200,000	15%	-1,200,000	15%
TOT		-431,899	-402,214	-2,839,583		-2,839,583	
Expense - 300 Professional & Tech Services 12% (7 Account records)							
0320 Professional - Educational Services	Expense	-42,044	-38,624	-550,000	7%	-549,070	7%
0330 Professional Employee Training and Development	Expense	-6,873	-16,452	-70,000	24%	-70,000	24%
0340 Other Professional Services	Expense	-1,159	-8,470	-87,000	10%	-87,000	10%
0345 Business Services	Expense	-184,416	-89,833	-580,000	15%	-580,000	15%
0349 Purchased Legal Services	Expense	-7,118		-20,000	0%	-20,000	0%
0350 Technical Services	Expense	-21,860	-36,421	-95,000	38%	-103,000	35%
0353 School Resource Officer and Other Police Personnel	Expense			-113,000	0%	-113,000	0%
TOT		-263,470	-189,801	-1,515,000		-1,522,070	
Expense - 400 Property Services 36% (9 Account records)							
0410 Utility Services	Expense	-14,112	-135	0	0%	0	0%
0411 Water/Sewage	Expense		-12,431	-35,500	35%	-35,500	35%
0412 Disposal Service	Expense		-2,889	-13,000	22%	-13,000	22%
0423 Custodial Services	Expense	-2,946		-5,000	0%	-5,000	0%
0424 Lawn Care Services	Expense	-11,680	-19,989	-60,000	33%	-60,000	33%
0430 Repairs & Maintenance Services	Expense	-15,234	-18,745	-100,000	19%	-100,000	19%
0442 Rental of Equipment & Vehicles	Expense		-59	-3,000	2%	-3,000	2%
0450 Construction Services	Expense	-12,400	-34,045	-20,000	170%	-34,600	98%
0490 Other Purchased Property Services	Expense	-580	-5,607	-5,000	112%	-17,500	32%
TOT		-56,952	-93,900	-241,500		-268,600	
Expense - 500 Other Services 29% (8 Account records)							
0513 Student Transportation Services - Commercial	Expense	-1,620		-15,000	0%	-15,000	0%
0517 Student Overnight Trips/Field Trips	Expense			-75,000	0%	-75,000	0%
0518 Student Day Trips/Field Trips (includes Admission Charges)	Expense	-606	-1,710	-15,000	11%	-15,000	11%
0521 Property Insurance	Expense	-59,189	-64,854	-66,000	98%	-66,000	98%
0522 Liability Insurance	Expense	-3,867	-8,688	-4,500	193%	-8,800	99%
0530 Communication (Telephone & Other)	Expense	-4,451	-4,184	-22,000	19%	-22,000	19%
0540 Advertising	Expense	-7,473	-671	-20,000	3%	-20,000	3%
0580 Travel/Per Diem	Expense	-12,028	-22,271	-125,000	18%	-125,000	18%
TOT		-89,234	-102,378	-342,500		-346,800	
Expense - 600 Supplies & Materials 34% (12 Account records)							
0610 General Supplies	Expense	-88,359	-88,560	-300,000	30%	-300,000	30%
0610-001 Furniture and Fixtures (not capitalized)	Expense	-2,582	-11,119	-20,000	56%	-20,000	56%
0610-002 Other Food Purchases	Expense	-143	-8,492	-20,000	42%	-20,000	42%
0621 Natural Gas	Expense	-578	-304	-30,000	1%	-30,000	1%
0622 Electricity	Expense	-27,993	-16,402	-95,000	17%	-95,000	17%
0630 Food	Expense	-64,598	-65,578	-325,000	20%	-325,000	20%
0641 Textbooks	Expense	-5,027	-34,624	-30,000	115%	-60,500	57%
0642 E-Textbooks / Online Curriculum	Expense	-40,450	-127,732	-105,000	122%	-153,000	83%
0644 Library Books	Expense	-1,468	-635	-7,000	9%	-7,000	9%
0650 Supplies - Technology Related	Expense	-3,954	-33,721	-130,000	26%	-130,000	26%
0670 Software	Expense	-12,470	-48,181	-100,000	48%	-100,000	48%
0680 Maintenance Supplies and Materials	Expense	-9,041	-9,232	-50,000	18%	-50,000	18%

Account	Category Type	Prior YTD	Current YTD	Budget	% of Budget	Forecast	% of Forecast
TOT		-256,663	-444,580	-1,212,000		-1,290,500	
Expense - 700 Property 88% (2 Account records)							
0730 Equipment	Expense	-174,250	-259,156	-290,000	89%	-290,000	89%
0733 Capitalized Furniture and Fixtures	Expense			-5,500	0%	-5,500	0%
TOT		-174,250	-259,156	-295,500		-295,500	
Expense - 800 Debt Service and Misc. 3% (4 Account records)							
0810 Dues and Fees	Expense	-71,440	-57,189	-120,000	48%	-120,000	48%
0820 Judgments Against the LEA	Expense			-10,000	0%	-10,000	0%
0830 Interest	Expense	0	0	-1,100,000	0%	-1,100,000	0%
0840 Redemption of Principal	Expense	0	0	-680,000	0%	-680,000	0%
TOT		-71,440	-57,189	-1,910,000		-1,910,000	
TOT		1,914,160	1,366,227	225,693		134,121	

POLICY SUMMARIES

Amending Bullying and Hazing Policy

SB 223 from the 2025 legislative session amended the definition of bullying and broke it down into “staff bullying” and “student bullying.” Both of these bullying definitions require repeated misconduct or a single egregious act that involves an imbalance of power. In light of SB 223, the USBE amended its bullying rule in R277-613 to not only incorporate the new definitions of staff bullying and student bullying, but to make other changes as well. These other changes include, but aren’t limited to, amending the definition of “civil rights violation,” prohibiting students and employees from creating or distributing sexually explicit or nonconsensual intimate images, and adding “safe digital citizenship” to the list of bullying and hazing topics schools must train on. The school’s Bullying and Hazing Policy has been revised to comply with the changes brought about by SB 223 and the revised rule in R277-613.

New Hotline Complaint Policy

R277-123 requires each school to have on its website a link to the school’s local education hotline or a link to the USBE’s public education hotline so that the public can report alleged violations. The school does not have its own local hotline but does have a link on its website to the USBE’s public education hotline. R277-123 also now requires each school to adopt a hotline complaint policy. Per R277-123, this policy must establish how a school will respond to hotline complaints and contain steps a school must go through when responding to such complaints. The proposed Hotline Complaint Policy tracks the requirements in R277-123. It also explains that if a hotline complaint received by the school should have been addressed via the school’s applicable grievance policy, the school may inform the USBE’s Internal Audit Department (the department who handles USBE hotline complaints). This policy emphasizes that complainants should not use the hotline to bypass the school’s grievance policies.

Hawthorn Academy
Policy: Bullying & Hazing Policy
Adopted: September 13, 2023
Amended:



Purpose

The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, retaliation, and abusive conduct involving Hawthorn Academy (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.

Students and School employees are prohibited from creating or distributing sexually explicit or nonconsensual intimate images.

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 of bullying, cyber-bullying, hazing, or retaliation.

Bullying – For purposes of this policy, “bullying” means student bullying and staff bullying

Civil Rights Violations – For purposes of this policy, “civil rights violations” means violations as outlined in the following federal laws:

- (1) Title VI of the Civil Rights Act of 1964 (prohibits discrimination on the basis of race, color, or national origin);
- (2) Title IX of the Education Amendments of 1972 (prohibits discrimination on the basis of sex);
- (3) Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability); or
- (4) Title II of the Americans with Disabilities Act (prohibits discrimination on the basis of disability).

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.

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).

Staff Bullying – For purposes of this policy, “staff bullying” means a School employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another School employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that:

- (1) creates an environment that a reasonable person would find hostile, threatening, or humiliating; and
- (2) substantially interferes with a student’s or employee’s educational or professional performance, opportunities, or benefits.

Student Bullying – For purposes of this policy, “student bullying” means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:

- (1) creates an environment that a reasonable person would find hostile; and
- (2) interferes with a student’s educational performance, opportunities, or benefits.

“Student bullying” and “staff bullying” do not mean instances of:

- (1) ordinary teasing, horseplay, argument, or peer conflict;
- (2) reasonable correction of behavior by a School employee; or
- (3) reasonable coaching strategies and techniques by a School employee who is a coach.

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 Campus Principal.

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 Campus Principal 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 Campus Principal 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 Campus Principal 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 Campus Principal 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 Campus Principal or his/her designee will investigate such allegations, and the School shall ensure that the investigator is provided adequate training to conduct such an investigation. The Lead Director or his/her designee 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 individual who was allegedly targeted;
- (2) the individual who is alleged to have engaged in the prohibited conduct;
- (3) the parents or guardians of the students who were allegedly targeted and the individual who is alleged to have engaged in prohibited conduct;
- (4) any witnesses;
- (5) School staff familiar with the student who was allegedly targeted;
- (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 Campus Principal 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 ("FERPA"); 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 Campus Principal may, if he/she determines it is appropriate:

- (1) use accountability practices in accordance with policies established by the School; and
- (2) provide supportive services designed to preserve the student's access to educational opportunities and a sense of safety.

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 Campus Principal 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 Campus Principal 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 Campus Principal or his/her designee will provide the parent or guardian the required notification by email.

The Campus Principal 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 Campus Principal 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 Campus Principal 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 Campus Principal 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 Campus Principal 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 targeted student 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, to the extent allowed by FERPA;
 - (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 Campus Principal 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 Campus Principal orally or in writing. If the School employee is not satisfied with the Campus Principal 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 Campus Principal and Lead 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 Campus Principal 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 Campus Principal believes that any person who was subjected to or who caused conduct prohibited by this policy would benefit from counseling, the Campus Principal may refer such individuals for counseling.

If the Campus Principal believes that it would be in the best interests of the individuals involved, the Campus Principal 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

The Campus Principal or his/her designee will assess the prevalence of bullying, cyber-bullying, hazing, and retaliation 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 Campus Principal and Lead 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 race, color, national origin, sex, disability, or religion;
- (5) the right of free speech and how it differs for students, employees, and parents or guardians; and.
- (6) safe digital citizenship.

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 Campus Principal.

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 Lead 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 School 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.

Hawthorn Academy
Policy: Hotline Complaint Policy
Approved: _____, 20____



Purpose

The purpose of this policy is to outline, in accordance with Utah Administrative Code R277-123-7, how Hawthorn Academy (the “School”) responds to and resolves Utah State Board of Education (“USBE”) public education hotline complaints received as referrals from the USBE Internal Audit Department.

Policy

After the School receives a hotline complaint, if contact information for the complainant is available, designated School personnel will contact the complainant promptly and document (a) the School personnel that contacted the complainant; (b) the type of contact made (phone, email, etc.); (c) the date of the contact; and (d) the resolution of the concern or action steps to be taken.

The School will make at least two good faith attempts to contact a complainant when contact information is available.

The School will investigate, respond to, and attempt to resolve hotline complaints in accordance with the requirements set forth in R277-123-7 and School policy. If the School determines that a hotline complaint should have been addressed by way of the School’s applicable grievance policy, the School may inform the USBE Internal Audit Department. To the extent allowed by R277-123 and applicable law, complainants should not use the hotline to bypass the School’s grievance policies.