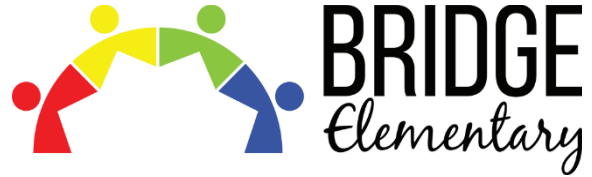


**Bridge Elementary
Board of Directors Meeting**

Date: September 22, 2026

Time: 5:00 PM

Location: <https://us04web.zoom.us/j/76797437174?pwd=9XTIRJbP291wxjuvL09NLfsFy9aoah.1>



AGENDA

CALL TO ORDER

CONSENT ITEMS

- Approve 8/26/2026 Board Meeting Minutes

DIRECTOR'S REPORT

- ROGL- Reading on Grade Level

FINANCIAL REPORT

VOTING & DISCUSSION ITEMS

- LEA Specific License- AM *separate vote
- Policy Updates- Summary Page
 - Board Member Oath and Office*
 - Cardiac Emergency Response Plan*
 - Background Check Policy*
 - Arrest Reporting Policy*
 - School Safety Policy*
 - School Conduct and Discipline Policy*
 - Bullying Policy*
 - Paid Time Off (PTO) Policy*
- Board Meeting Calendar*

CALENDARING

- Next Board Meeting November 17, at 5:00pm

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.

**Bridge Elementary
Board of Directors Meeting**

Date: August 26, 2026

Location:

<https://zoom.us/j/94659394160?pwd=oJ4ou9HfalJasbQyb5m9qJGamp96am.1>



Board Member Present: Marianne Henderson, Casey Arrington and Linda Nilson

Others Present: Janey Stoddard, Lalani Williams, Susan Lindsay and Ron Hubbard

MINUTES

CALL TO ORDER

- Casey Arrington called the meeting to order at 9:07 a.m. Attendees included Marianne Henderson, Casey Arrington, Linda Nilson, Janey Stoddard, Lalani Williams, and Ron Hubbard.

CONSENT ITEMS

- Linda Nielson made the motion to approve 06.16.26 and 07.27.26 Board Meeting Minutes. Marianne Henderson seconded. Minutes have been approved.

VOTING & DISCUSSION ITEMS

- Public Treasurer Investment Fund—During the audit process, PTIF funds were identified. Further research showed that Red Apple and current administration was not listed on the account.
- Linda Nilson made a motion to add Janey Stoddard, Ron Hubbard and Steve Finlay to the PTIF account. Casey Arrington seconded the motion. Motion carried.

Susan Lindsay has joined the meeting

CALENDARING

- Next Board Meeting September 15, 2026, at 5:00pm
- Casey Arrington made the motion to adjourn the meeting. Linda Nielson seconded the motion. Meeting is adjourned.

BRIDGE ELEMENTARY

DIRECTOR'S REPORT TO THE GOVERNING BOARD

September 2026

1. Academic Achievement & Student Growth

- Students are completing beginning-of-year assessments, which will guide instruction, intervention, and Personalized Learning Plan goals.
- Teachers are using early data to identify student strengths and areas needing additional support.
- CREW has also been implemented schoolwide and is helping strengthen classroom routines, relationships, student responsibility, and belonging.
- 2025-2026 Reading Growth Data

2. Financial Health & Sustainability

- Administration continues to closely monitor enrollment, staffing, and expenditures as the school year begins.
- As we adjust to funding and enrollment changes, our priority remains protecting classroom instruction and maintaining long-term financial stability.

3. Enrollment & School Community

- Our enrollment numbers fell significantly for the start of the school year. We are currently enrolled at 446 students. Although we did not expect this drop, we have reorganized and refocused to operate as a smaller school this year while also beginning initiatives that will help families and the community know they belong at Bridge Elementary

New Initiatives:

- Student-driven after-school clubs will begin soon, creating additional opportunities for leadership and connection. Students initiate forming a club by filling out an application and talking with a staff member about sponsoring their club.
- The Bridge T-Shirt Design Contest has also generated excitement and gives students a meaningful way to contribute to school culture.

4. Organizational Health & Strategic Progress

Schoolwide Focus for the year- SENSE OF BELONGING

*Sense of belonging is the belief that "I belong here." Students feel known, valued, accepted, and an important part of both the social and academic community of their school (adapted from Farrington et al., 2012).

What is New:

- Implementation of **CREW**
 - CREW is a schoolwide practice that builds **belonging, relationships, responsibility, and teamwork** through regular classroom meetings and shared experiences. The idea is that students are active members of the school community—**crew, not passengers**
 - CREW works because students are more likely to engage and succeed when they feel known, supported, connected, and accountable to one another. It also creates consistent opportunities to practice communication, problem-solving, leadership, and the school's core values.
- Our Positive Behavior Intervention System Team revised and reenvisioned out school core values. Our core values are not **Be Respectful, Be Responsible, Be Resilient**. Our "Watch me Learn" tickets have changed to



“Watch me Grow” and are centered around these new core values. Students will also set one goal in their Personalized Learning Plans that will focus on a core value.

Overall, the 2026-2027 school year is off to a strong and positive start.



2025-2026 Reading on Grade Level Report

Early literacy is a critical foundation for student success, and Utah's statewide reading data provides an important measure of how well students are developing the skills needed to read proficiently by the end of third grade.

Reading on Grade Level (ROGL) is defined in [Utah Code 53E-3-1001](#) as a student scoring **at or above the benchmark** for the relevant grade level on the statewide benchmark reading assessment. For Utah's early literacy reporting, this benchmark reading assessment is **Acadience Reading**, administered to students in kindergarten through grade 3 at the beginning, middle, and end of the school year. This definition aligns statewide reporting to a clear benchmark and provides a consistent measure for tracking progress toward Utah's goal of 80% of third-grade students reading on grade level by July 1, 2030.

Statewide data show both meaningful progress and continued urgency. In 2026, **71.0%** of third-grade students were reading on grade level, an increase of 0.6 percentage points from 2025 and 1.0 percentage point from 2022. While this indicates steady movement in the right direction, Utah must continue accelerating literacy gains to close the remaining gap to the 80% statewide goal by 2030. The strongest statewide growth is seen in the earliest grades: kindergarten increased from 69.4% in 2022 to 78.8% in 2026, and first grade increased from 60.0% to 65.9% over the same period. These early-grade gains are encouraging because they signal stronger foundational skill development before students reach third grade.

The table below shows statewide ROGL trends by grade level from 2022 through 2026 and highlights changes over time using the current definition in code.

Grade Level	2022	2023	2024	2025	2026	Percent Increase
Kindergarten	69.4%	74.4%	78.2%	78.0%	78.8%	9.4%
First Grade	60.0%	61.9%	63.8%	64.9%	65.9%	5.9%
Second Grade	65.5%	66.6%	66.5%	66.3%	67.4%	1.9%
Third Grade	70.0%	70.7%	70.7%	70.4%	71.0%	1.0%

To assist with your efforts in increasing literacy, the following table presents Reading on Grade Level (ROGL) percentages for each Local Education Agency (LEA) from school years 2024, 2025, 2026. **These percentages align with the 2026 definition of Reading on Grade Level (ROGL) found in Utah State Code [53E-3-1001](#).**

LEA Name	3rd Grade ROGL 2024	3rd Grade ROGL 2025	3rd Grade ROGL 2026
Advantage Arts Academy	59.1%	56.3%	61.7%
Alpine District	72.0%	71.8%	74.3%
American Leadership Academy	71.0%	78.7%	82.1%



American Preparatory Academy	86.1%	85.5%	84.6%
Ascent Academies of Utah	72.9%	58.7%	68.2%
Athenian eAcademy	65.1%	45.2%	59.3%
Athlos Academy of Utah	67.8%	39.1%	N/A
Bear River Charter School	88.9%	100.0%	81.0%
Beaver District	77.7%	78.8%	73.5%
Beehive Science & Technology Academy	73.8%	83.6%	79.1%
Bonneville Academy	60.0%	36.1%	53.8%
Box Elder District	77.4%	78.2%	81.1%
Bridge Elementary School	51.9%	56.2%	72.5%
C.S. Lewis Academy	53.3%	56.4%	64.3%
Cache District	81.0%	79.2%	79.8%
Canyon Grove Academy	83.6%	78.4%	62.0%
Canyon Rim Academy	81.8%	84.6%	78.9%
Canyons District	73.9%	71.4%	72.8%
Carbon District	59.5%	67.1%	71.3%
Channing Hall	85.7%	80.3%	76.8%
Daggett District	78.6%	83.3%	N<10
Davinci Academy	67.3%	61.1%	78.0%
Davis District	73.1%	74.2%	75.0%
Dual Immersion Academy	74.0%	67.4%	50.0%
Duchesne District	67.7%	63.7%	61.8%
Early Light Academy at Daybreak	84.0%	81.4%	95.0%
Edith Bowen Laboratory School	88.2%	84.3%	86.3%
Elevated Charter School	N/A	N<10	48.0%
Emery District	65.2%	66.7%	67.9%
Endeavor Hall	56.0%	46.9%	66.7%
Entheos Academy	78.6%	65.3%	55.0%
Esperanza School	62.5%	54.5%	66.7%
Excelsior Academy	73.9%	68.3%	72.5%
Franklin Discovery Academy	58.7%	64.2%	63.8%
Freedom Preparatory Academy	73.8%	67.3%	77.8%
Garfield District	62.9%	67.1%	58.3%
Gateway Preparatory Academy	74.2%	73.1%	76.4%
George Washington Academy	82.9%	79.1%	78.5%
Good Foundations Academy	70.8%	67.2%	75.0%
Grand District	60.4%	59.2%	55.2%
Granite District	60.1%	59.7%	54.8%
Greenwood Charter School	48.6%	52.9%	62.9%
Guadalupe School	59.0%	53.3%	67.7%



Hawthorn Academy	78.8%	70.7%	70.8%
Highmark Charter School	68.0%	82.0%	84.8%
Ignite Entrepreneurship Academy	63.2%	63.3%	60.7%
Iron District	66.9%	70.8%	68.9%
Jefferson Academy	92.6%	92.5%	88.9%
John Hancock Charter School	71.7%	63.4%	79.3%
Jordan District	71.5%	70.8%	70.3%
Juab District	65.5%	65.9%	72.0%
Kane District	79.8%	76.3%	70.5%
Lakeview Academy	75.7%	79.8%	81.4%
Leadership Learning Academy	56.0%	69.7%	53.5%
Legacy Preparatory Academy	85.9%	81.7%	72.2%
Lincoln Academy	75.3%	80.5%	79.2%
Logan City District	71.7%	73.1%	74.5%
Lumen Scholar Institute	52.4%	58.8%	N<10
Mana Academy Charter School	66.7%	71.4%	84.6%
Maria Montessori Academy	58.8%	41.9%	42.6%
Millard District	69.3%	70.5%	62.2%
Monticello Academy	80.0%	78.2%	73.7%
Morgan District	80.8%	83.5%	85.5%
Mountain Sunrise Academy	69.2%	60.4%	67.6%
Mountain View Montessori	53.8%	67.9%	68.6%
Mountain West Montessori Academy	72.0%	78.3%	84.0%
Mountainville Academy	86.7%	89.2%	87.9%
Murray District	72.8%	68.8%	70.0%
Navigator Pointe Academy	72.6%	72.9%	75.0%
Nebo District	69.8%	70.4%	72.9%
Noah Webster Academy	74.3%	68.1%	78.7%
North Davis Preparatory Academy	71.7%	56.7%	61.6%
North Sanpete District	75.9%	68.3%	64.0%
North Star Academy	82.6%	84.8%	78.7%
North Summit District	82.4%	75.8%	76.6%
Odyssey Charter School	81.0%	91.9%	81.6%
Ogden City District	52.3%	56.8%	57.3%
Ogden Preparatory Academy	50.0%	41.7%	47.0%
Open Classroom	78.4%	63.6%	77.8%
Pacific Heritage Academy	58.1%	48.5%	55.3%
Park City District	84.0%	87.2%	82.1%
Pinnacle Canyon Academy	N<10	54.5%	61.1%
Piute District	68.2%	54.5%	N<10



Promontory School of Expeditionary Learning	68.6%	58.3%	67.4%
Providence Hall	65.7%	61.0%	74.8%
Provo District	77.5%	75.2%	77.1%
Quest Academy	71.3%	79.0%	76.4%
Ranches Academy	79.6%	80.0%	84.9%
Reagan Academy	78.0%	70.0%	75.9%
Renaissance Academy	73.3%	76.8%	80.9%
Rich District	73.2%	82.9%	82.9%
Salt Lake Academy High School	N/A	N/A	63.0%
Salt Lake District	65.1%	65.7%	66.6%
San Juan District	59.4%	61.4%	68.9%
Scholar Academy	61.8%	42.5%	37.3%
Sevier District	71.6%	71.3%	72.0%
Soldier Hollow Charter School	70.7%	86.5%	91.7%
South Sanpete District	69.8%	74.4%	72.7%
South Summit District	67.4%	76.4%	72.8%
Spectrum Academy	63.4%	53.5%	51.5%
Summit Academy	74.6%	85.7%	82.4%
Syracuse Arts Academy	74.9%	64.7%	67.1%
Terra Academy	65.2%	66.0%	58.3%
The Center for Creativity Innovation and Discovery	70.0%	79.3%	83.3%
Thomas Edison	89.3%	86.7%	88.8%
Timpanogos Academy	77.3%	71.6%	87.9%
Tintic District	81.3%	87.5%	76.5%
Tooele District	61.5%	60.4%	64.8%
Treeside Charter School	66.7%	60.0%	76.2%
Uintah District	69.9%	71.2%	73.5%
Utah Connections Academy	71.1%	54.5%	41.7%
Utah Virtual Academy	56.9%	42.6%	47.8%
Valley Academy	71.6%	58.1%	74.4%
Venture Academy	75.0%	73.8%	65.1%
Vista School	75.2%	78.2%	86.3%
Voyage Academy	76.9%	77.3%	69.4%
Walden School of Liberal Arts	56.0%	75.9%	75.9%
Wallace Stegner Academy	65.2%	65.1%	61.5%
Wasatch District	71.5%	69.3%	66.5%
Wasatch Peak Academy	79.2%	69.9%	85.7%
Wasatch Waldorf Charter School	41.2%	62.5%	48.4%



Washington District	74.9%	75.4%	75.2%
Wayne District	84.8%	78.8%	84.6%
Weber District	66.4%	68.5%	69.6%
Weilenmann School of Discovery	72.7%	79.5%	62.8%

The Utah State Board of Education extends its sincere gratitude to all LEAs for their commitment and tireless efforts in improving literacy among early grade students. Your dedication to providing high-quality instruction and fostering a love of learning is instrumental in ensuring our students develop the foundational literacy skills necessary for future success.

Contact: Julie Clark, P-12 English Language Arts Coordinator

Email: Julie.clark@schools.utah.gov



Financial Summary as of August 31, 2026

16.7% through the Year

BUDGET REPORT

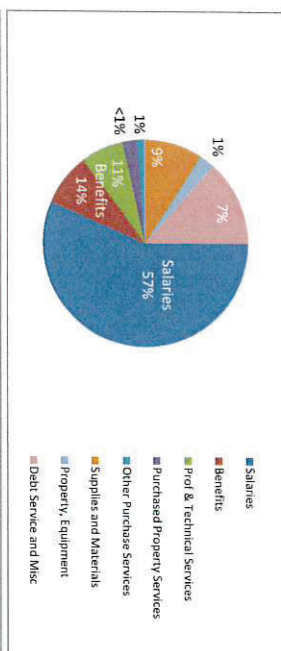
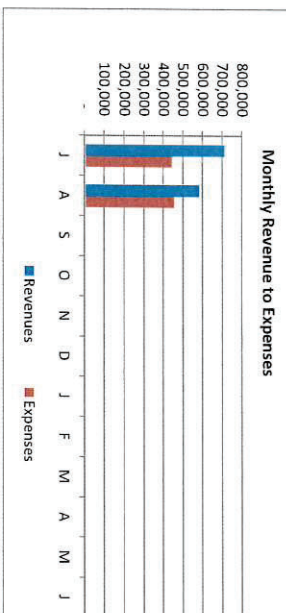
Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Revenue			
Enrollment	446	544	450
1000 Local	\$ 23,136	\$ 201,062	\$ 201,062
3000 State	\$ 1,183,594	\$ 6,165,511	\$ 6,014,286
4000 Federal	\$ -	\$ 513,531	\$ 513,531
Total Revenue	\$ 1,206,730	\$ 6,880,104	\$ 6,728,879
			17.9%
Expenses			
100 Salaries	\$ 476,275	\$ 3,690,087	\$ 3,595,875
200 Benefits	\$ 69,396	\$ 534,940	\$ 527,780
300 Prof & Technical Services	\$ 36,445	\$ 416,972	\$ 416,972
400 Purchased Property Services	\$ 49,043	\$ 147,000	\$ 147,000
500 Other Purchase Services	\$ 19,090	\$ 77,517	\$ 81,950
600 Supplies and Materials	\$ 84,373	\$ 577,192	\$ 577,192
700 Property, Equipment	\$ 20,949	\$ 156,461	\$ 156,461
800 Debt Service and Misc	\$ 146,498	\$ 858,925	\$ 860,105
Total Expenses	\$ 902,069	\$ 6,459,094	\$ 6,363,335
			14.2%
Net Income from Operations	\$ 304,661	\$ 421,010	\$ 365,545
			83%
Operating Margin	25.2%	6.1%	5.4%

Operating Margin

25.2%

6.1%

5.4%



EXPENSES

RATIOS

	Forecast	Goal
Operating Margin	5.4%	3%
Debt Service Coverage	1.44	1.25
Days Cash on Hand	133	90
Building Payment %	12.4%	20%

Cash Reserve	Operating Margin
\$0-\$300,000	5%
\$300,000-\$500,000	4%
\$500,000-and above	3%

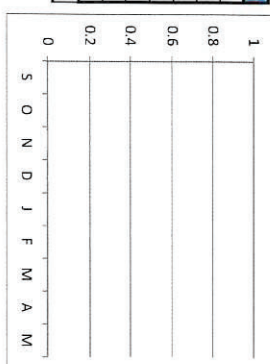
CASH

Ending Cash Balance	\$ 2,324,597
Days Cash on Hand	133
Bank Account	
\$2,500,000	
\$2,000,000	
\$1,500,000	
\$1,000,000	
\$500,000	
\$-	
J	A
S	O
N	N
D	D
J	J
F	F
M	M
A	A
M	M
J	J

RESERVES

Last Year Reserve Balance	Actual Ytd	Forecast
\$ 2,377,151	\$ 2,377,151	\$ 2,337,151
Reserves Added this Year	\$ 304,661	\$ 365,545
Expenses from Reserves	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
New Reserve Balance	\$ 2,681,812	\$ 2,702,696

K	S	O	N	D	J	F	M	A	M
1									
2									
3									
4									
5									
6									
Total	0	0	0	0	0	0	0	0	0



ENROLLMENT

Actuals as of: **August 31, 2026** Percentage of Year: **16.7**

Budget Detail Report



	(558 Students) Previous Yr's Actuals	(450 Students) Current Yr's Actuals	(544 Students) Approved FY27 Budget		(450 Students) FY27 Forecast	% of Forecast
Revenue						
1000 Local						
1510 Interest on Investments	\$ 65,073	\$ 10,503	\$ 70,000	\$ -	\$ 70,000	15.0%
1610 Sales to Students	\$ 92,762	\$ 9,415	\$ 96,000	\$ -	\$ 96,000	9.8%
1620 Sales to Adults	\$ -	\$ -	\$ 4,600	\$ -	\$ 4,600	0.0%
1720 Bookstore Sales	\$ 887	\$ -	\$ 887	\$ -	\$ 887	0.0%
1910 Rentals	\$ 12,575	\$ -	\$ 12,575	\$ -	\$ 12,575	0.0%
1920 Donations	\$ 11,294	\$ 3,180	\$ 14,000	\$ -	\$ 14,000	22.7%
1990 Miscellaneous	\$ 10,915	\$ 38	\$ 3,000	\$ -	\$ 3,000	1.3%
Total 1000:	\$ 193,506	\$ 23,136	\$ 201,062	\$ -	\$ 201,062	11.5%
3000 State						
3010 Regular School Prgm K-12	\$ 2,297,235	\$ 397,505	\$ 2,033,554	\$ 211,650	\$ 2,245,204	17.7%
3105 Special Education -- Add-On	\$ 581,782	\$ 99,355	\$ 596,132	\$ -	\$ 596,132	16.7%
3110 Special Education -- Self-Contained	\$ 33,809	\$ 5,195	\$ 31,168	\$ -	\$ 31,168	16.7%
3120 Special Education -- Extended Year	\$ 2,259	\$ 377	\$ 2,259	\$ -	\$ 2,259	16.7%
3125 Special Education -- State Program	\$ 11,651	\$ 1,822	\$ 10,935	\$ -	\$ 10,935	16.7%
3101 Class Size Reduction - K-8	\$ 240,795	\$ 41,775	\$ 250,602	\$ (30,602)	\$ 220,000	19.0%
3144 Enhancement for At-Risk Students	\$ 154,955	\$ 31,448	\$ 188,688	\$ (18,688)	\$ 170,000	18.5%
3200 CS Funding Base Program	\$ 74,015	\$ 13,373	\$ 80,238	\$ (10,238)	\$ 70,000	19.1%
3203 Teacher & Classroom Salary Supp	\$ 211,696	\$ 36,947	\$ 221,660	\$ (21,660)	\$ 200,000	18.5%
3219 Charter School Local Replacement	\$ 1,973,632	\$ 351,484	\$ 1,972,360	\$ (265,510)	\$ 1,706,850	20.6%
3331 Gifted and Talented	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3451 Educator Professional Time	\$ 49,402	\$ 39,796	\$ 49,759	\$ -	\$ 49,759	80.0%
3407 Was TSSP, now SSHINE	\$ 22,851	\$ 3,529	\$ 21,118	\$ -	\$ 21,118	16.7%
3468 Teacher Materials and Supplies	\$ 8,829	\$ 7,127	\$ 8,863	\$ -	\$ 8,863	80.4%
3476 Educator Salary Adjustment	\$ 298,602	\$ 51,228	\$ 307,374	\$ -	\$ 307,374	16.7%
3520 School LAND Trust Program	\$ 86,585	\$ 102,633	\$ 102,633	\$ -	\$ 102,633	100.0%
3670 Competency Based Learning Amendments	\$ 92,558	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3679 Student Health & Counseling	\$ -	\$ -	\$ 38,991	\$ -	\$ 38,991	0.0%
3459 Schl-Based Ed Support Prof Stipends	\$ 41,903	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3821 Financial Systems	\$ 10,000	\$ -	\$ -	\$ -	\$ -	0.0%
3873 Substance Prevention	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ 4,000	0.0%
3874 Suicide Prevention	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%
3800 Teacher and Student Success Act (TSSA)	\$ 174,389	\$ -	\$ 181,177	\$ (16,177)	\$ 165,000	0.0%
3914 School Safety Support & Other	\$ 22,832	\$ -	\$ 3,000	\$ -	\$ 3,000	0.0%
3873 State Liquor Tax (NSLP)	\$ 66,317	\$ -	\$ 60,000	\$ -	\$ 60,000	0.0%
3818 Early Learning Software	\$ 17,390	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3875 Food Security Amendments	\$ 2,805	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Total 3000:	\$ 6,481,292	\$ 1,183,594	\$ 6,165,511	\$ (151,225)	\$ 6,014,286	19.7%
4000 Federal						
4522 IDEA Preschool	\$ 2,559	\$ -	\$ 2,531	\$ -	\$ 2,531	0.0%
4524 IDEA Part-B	\$ 109,226	\$ -	\$ 107,000	\$ -	\$ 107,000	0.0%
4560 NSLP Lunch Programs	\$ 292,829	\$ -	\$ 302,897	\$ -	\$ 302,897	0.0%
4801 Title IA	\$ 95,037	\$ -	\$ 79,472	\$ -	\$ 79,472	0.0%
4860 Title IIA	\$ 21,911	\$ -	\$ 11,631	\$ -	\$ 11,631	0.0%
4805 Title IV	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
4875 Day Care	\$ 7,204	\$ -	\$ 10,000	\$ -	\$ 10,000	0.0%
Total 4000:	\$ 528,766	\$ -	\$ 513,531	\$ -	\$ 513,531	0.0%
Total Revenue:	\$ 7,203,564	\$ 1,206,730	\$ 6,880,104	\$ (151,225)	\$ 6,728,879	17.9%

\$3,628 per stuc
Oct 1st student

Requires board
approved plan

\$10,350 Gross pay
portion per tchr
\$13,450 per CACT
FTE (for FICA/401)

Shift to Title I

	Previous Yr's Actuals	Current Yr's Actuals	Approved FY27 Budget	Variance	FY27 Forecast	% of Forecast #DIV/0!
490 Other Purchased Property Services	\$ 38,633	\$ -	\$ -	\$ -	\$ -	
Total 400:	\$ 113,078	\$ 49,043	\$ 147,000	\$ -	\$ 147,000	33.4%
500 Other Purchase Services						
518 Field Trips-Admission	\$ 2,751	\$ -	\$ 3,000	\$ -	\$ 3,000	0.0%
521 Insurance	\$ -	\$ -	\$ 1,262	\$ -	\$ 1,262	0.0%
522 Liability & Property Insurance	\$ 65,034	\$ 12,608	\$ 63,755	\$ -	\$ 63,755	19.8%
530 Communication (telephone & other)	\$ 9,633	\$ 750	\$ 7,500	\$ -	\$ 7,500	10.0%
540 Marketing	\$ 3,906	\$ 299	\$ 1,000	\$ -	\$ 1,000	29.9%
570 Food Service Management	\$ 466,649	\$ -	\$ -	\$ -	\$ -	#DIV/0!
580 Travel / Per Diem	\$ 14,696	\$ 5,433	\$ 1,000	\$ 4,433	\$ 5,433	100.0%
Total 500:	\$ 562,669	\$ 19,090	\$ 77,517	\$ 4,433	\$ 81,950	23.3%
600 Supplies and Materials						
610 Classroom	\$ 44,772	\$ 2,568	\$ 11,850	\$ -	\$ 11,850	21.7%
610 Teacher Budget Supplies	\$ 88	\$ 3,587	\$ 27,000	\$ -	\$ 27,000	13.3%
610 Spirit Shirts	\$ 986	\$ -	\$ 1,200	\$ -	\$ 1,200	0.0%
610 Student Motivation	\$ 10,458	\$ 1,519	\$ 8,000	\$ -	\$ 8,000	19.0%
610 Special Education Supplies	\$ 4,748	\$ 108	\$ 1,500	\$ -	\$ 1,500	7.2%
610 Staff Appreciation	\$ 13,118	\$ 1,570	\$ 15,000	\$ -	\$ 15,000	10.5%
610 Professional Development Supplies	\$ 2,684	\$ 981	\$ 4,000	\$ -	\$ 4,000	24.5%
610 Book Fair	\$ 1,573	\$ -	\$ 1,573	\$ -	\$ 1,573	0.0%
610 Board Supplies	\$ 112	\$ -	\$ 78	\$ -	\$ 78	0.0%
610 Office / Admin Supplies	\$ 14,745	\$ 2,340	\$ 14,000	\$ -	\$ 14,000	16.7%
610 Safety	\$ 7,890	\$ 200	\$ 791	\$ -	\$ 791	25.3%
610 Non-Food Kitchen Supplies	\$ 173	\$ -	\$ 200	\$ -	\$ 200	0.0%
621 Natural Gas	\$ 5,522	\$ 219	\$ 9,000	\$ -	\$ 9,000	2.4%
622 Electricity	\$ 31,017	\$ 5,361	\$ 32,000	\$ -	\$ 32,000	16.8%
630 Food Supplies	\$ -	\$ 4,072	\$ 325,000	\$ -	\$ 325,000	1.3%
641 Textbooks & Curriculum	\$ 108,853	\$ 41,872	\$ 55,000	\$ -	\$ 55,000	76.1%
644 Library Books & Materials	\$ 2,357	\$ 567	\$ 1,000	\$ -	\$ 1,000	56.7%
650 Technology Related Supplies	\$ 3,337	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%
650 Technology Related Land Trust	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
670 Educational Software	\$ 45,066	\$ 17,930	\$ 45,000	\$ -	\$ 45,000	39.8%
670 Business Software	\$ 4,194	\$ -	\$ -	\$ -	\$ -	#DIV/0!
680 Maintenance & Janitorial	\$ 27,965	\$ 1,479	\$ 20,000	\$ -	\$ 20,000	7.4%
Total 600:	\$ 329,658	\$ 84,373	\$ 577,192	\$ -	\$ 577,192	14.6%
700 Property, Equipment						
710 Land and Site Improvements	\$ 11,450	\$ -	\$ 70,000	\$ -	\$ 70,000	0.0%
733 Furniture and Fixtures	\$ 4,762	\$ 17,531	\$ 20,000	\$ -	\$ 20,000	87.7%
734 Technology Related Hardware	\$ 56,461	\$ 3,418	\$ 56,461	\$ -	\$ 56,461	6.1%
739 NSLP Equipment & Furniture	\$ -	\$ -	\$ 10,000	\$ -	\$ 10,000	0.0%
740 Cap Ex (Savings)	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Total 700:	\$ 72,673	\$ 20,949	\$ 156,461	\$ -	\$ 156,461	13.4%
800 Debt Service and Misc						
810 Dues and Fees	\$ 32,326	\$ 6,030	\$ 25,000	\$ -	\$ 25,000	24.1%
830 Principal & Interest (Bldg payment)	\$ 838,525	\$ 139,288	\$ 833,925	\$ -	\$ 833,925	16.7%
850 Miscellaneous	\$ 169,044	\$ 1,180	\$ -	\$ 1,180	\$ 1,180	100.0%
Total 800:	\$ 1,039,895	\$ 146,498	\$ 858,925	\$ 1,180	\$ 860,105	17.0%
Total Expenses:	\$ 6,834,373	\$ 902,069	\$ 6,459,094	\$ (95,759)	\$ 6,363,335	14.2%
Net Income:	\$ 369,191	\$ 304,661	\$ 421,010	\$ (55,465)	\$ 365,545	83.3%

Began 1/5/22
Ends 6/5/2051
FY26 - \$835,725
FY27 - \$833,925



Policy Updates — Board Summary

Prepared for: Bridge Elementary Board of Directors and School Administration

Date: August 31, 2026

Purpose

This document summarizes seven policies prepared for Bridge Elementary. Six respond to the 2026 Utah General Session; the seventh responds to a notification from the Utah State Board of Education that the School's existing bullying policy is out of compliance with the current version of Administrative Rule R277-613. Three are new policies the School does not currently have; four are amendments to existing policies, presented as redlines. Full drafts of all documents are provided separately for review; this summary is intended to give the Board and administration a quick orientation before reviewing the full drafts.

New Policies for Adoption

- 1. Board Member Oath of Office Policy (New).** S.B. 186, Charter School Modifications, 2026 Utah Legislative General Session; Utah Constitution Article IV, Section 10; Utah Code § 53G-4-201. Requires every Board member to take an oath of office before assuming duties, with a signable oath form attached for execution and filing with the Board Secretary.
- 2. Cardiac Emergency Response Plan (New).** S.B. 244, Cardiac Emergency Response Plans in Schools, 2026 Utah Legislative General Session; Utah Code § 53G-9-216. Establishes a Cardiac Emergency Response Team, AED placement and inspection requirements, staff CPR/AED training, and a response procedure for sudden cardiac arrest.
- 3. School Safety Policy (New).** H.B. 44, School Security Personnel Standards, 2026 Utah Legislative General Session; S.B. 51, School Safety Modifications, 2026 Utah Legislative General Session; Utah Code § 53-22-101 to 103; Utah Code § 53G-8-701.8. Addresses visitor management (Verkada), wearable panic alert devices for all staff, the School's participation in the school guardian program, emergency drills, and the student information system's threat-assessment flag.

Amended Policies (Redlines)

The following four policies are presented as redlines against the School's current approved policy: unchanged existing language appears in plain black text, and new language appears underlined in blue. A legend and a brief rationale note accompany each document.

- 4. Background Check Policy (Amended).** S.B. 312, Educator License Amendments, 2026 Utah Legislative General Session; Utah Code § 53E-6-604 and § 53E-6-604.5; Utah Code § 53G-11-401 et seq. Adds detailed background check procedures and new employment and volunteer restrictions tied to educator licensure actions.
- 5. Arrest Reporting Policy (Amended).** Utah Administrative Code R277-516-3 and R277-516-5. Adds a defined reporting timeline and review procedure, and attaches a new Arrest and Conviction Self-Report Form.

6. Student Conduct and Discipline Policy (Amended). S.B. 181, School Discipline Amendments, 2026 Utah Legislative General Session; Utah Administrative Code R277-609. Adds physical and safety standards for any room used for seclusionary time-out, and a new annual compliance report to the Utah State Board of Education.

7. Bullying, Cyber-Bullying, Hazing, and Retaliation Policy (Amended). Utah Administrative Code R277-613 (effective October 8, 2025); Utah Code § 53G-9-605 and § 53G-9-606. Responds to the State's notification that the School's current policy is out of compliance. Adds a prohibition on creating or distributing sexually explicit or nonconsensual intimate images, defines and designates the LEA Designee and School Designee roles, specifies the circumstances for reporting to law enforcement and as civil rights violations, adds safe digital citizenship to required training, adds a regular policy review requirement, and adds the annual report to the Utah State Board of Education.

Motion for Board Consideration

The following script is provided for the Board Chair's use in entertaining a motion to adopt the policies summarized above. Bracketed language should be adjusted to match what the Board actually decides — for example, if the Board wishes to adopt some items today and table others pending legal review.

Chair script:

“The Board has received a summary and full drafts of seven policies: the Board Member Oath of Office Policy, the Cardiac Emergency Response Plan, and the School Safety Policy, each presented as a new policy; and amendments to the Background Check Policy, the Arrest Reporting Policy, the Student Conduct and Discipline Policy, and the Bullying, Cyber-Bullying, Hazing, and Retaliation Policy, each presented as a redline. Is there a motion?”

Suggested motion: “I move that the Board adopt the Board Member Oath of Office Policy, the Cardiac Emergency Response Plan, and the School Safety Policy as new Board policies, and adopt the amended Background Check Policy, Arrest Reporting Policy, Student Conduct and Discipline Policy, and Bullying, Cyber-Bullying, Hazing, and Retaliation Policy, each effective as of today's date.”

Chair: “Is there a second?”

[Wait for a second. If none is offered, the motion fails for lack of a second and no vote is taken.]

Chair: “The motion has been made and seconded. Is there any discussion?”

[Allow discussion. The Board may amend the motion at this point — for example, to adopt some items and table others pending legal counsel's review.]

Chair: “Hearing no further discussion, all in favor of the motion, please signify by saying ‘aye.’”

[Pause for ayes.]

Chair: “All opposed, please signify by saying ‘nay.’”

[Pause for nays.]

Chair: “The motion carries [or: fails]. The policies are adopted effective today, [date], and the Director is directed to update the School's Board Policy Manual accordingly.”

Note: if the Board prefers to vote on the seven items individually rather than as a single block, the Chair can repeat this script once per item, substituting the specific policy name in the motion language above.



Board Member Oath of Office Policy

Adopted: Pending Board Adoption

Revised:

Purpose

This policy establishes the requirement that members of the Bridge Elementary Board of Directors take an oath of office before assuming the duties of board membership, consistent with S.B. 186 (2026 Utah Legislative General Session), which requires charter school governing board members to take an oath of office.

Policy

Each individual elected or appointed to the Bridge Elementary Board of Directors shall take and subscribe to an oath of office before assuming the duties of the office.

Oath Language. Consistent with the oath of office prescribed for public officers under Utah Constitution Article IV, Section 10 and Utah Code § 53G-4-201, the oath shall read: “I do solemnly swear (or affirm) that I will support, obey, and defend the Constitution of the United States and the Constitution of the State of Utah, and that I will discharge the duties of my office with fidelity.”

Administration of the Oath. The Oath shall be administered by the Board Chair, or in the Chair's absence, the Vice Chair, before the new Board member's first official act, including before voting at any board meeting.

Recordkeeping. A signed copy of each Oath of Office, using the form attached to this policy, shall be filed with the Board Secretary and retained as part of the Board's permanent governance records. The Board Secretary shall maintain a current list of all Board members and the date each Oath was administered.

Proof of Compliance. Upon request by the School's authorizer, the Director shall provide documentation demonstrating that each current Board member has taken the oath of office required by this policy.

Annual Review. The Board shall review this policy annually.

Legal References: S.B. 186, Charter School Modifications, 2026 Utah Legislative General Session (effective May 6, 2026); Utah Constitution Article IV, Section 10; Utah Code § 53G-4-201.

Oath of Office

BRIDGE ELEMENTARY BOARD OF DIRECTORS

I do solemnly swear (or affirm) that I will support, obey, and defend the Constitution of the United States and the Constitution of the State of Utah, and that I will discharge the duties of my office with fidelity.

Printed Name of Board Member

Signature of Board Member

Date

Oath Administered By

Printed Name and Title (Board Chair or Vice Chair)

Signature

Date Administered

Filed With the Board Secretary

Signature of Board Secretary

Date Filed



Cardiac Emergency Response Plan

Adopted: Pending Board Adoption

Revised:

Purpose

To establish a Cardiac Emergency Response Plan (“CERP”) for Bridge Elementary (the “School”) that prepares the School to respond to a sudden cardiac arrest, consistent with S.B. 244 (2026 Utah Legislative General Session).

Policy

1. Cardiac Emergency Response Team. The Director shall designate a Cardiac Emergency Response Team (“CERT”) consisting of: the School Nurse (Team Leader), who serves the School on a part-time basis; a designated health aide or other trained employee to serve as Team Leader when the School Nurse is not on site; the Director or designee; at least three (3) other trained employees representing different parts of the School building (e.g., front office, physical education, after-school program); and the Athletic Director (if any) for athletic-event response. Each CERT member shall maintain current CPR/AED certification.

2. AED Placement and Inspection. The School shall maintain at least two (2) Automated External Defibrillators (“AEDs”) at the School site, in locations designated by the Director that are accessible within three (3) minutes from any point in the building housing students or staff. Each AED shall be mounted in a clearly marked, unlocked location accessible during all hours that students or staff are on site. AEDs shall be inspected monthly by a designated CERT member, confirming: (a) battery status; (b) pad expiration date; (c) device readiness indicator; and (d) presence of accessory kit (gloves, scissors, razor). Inspection records shall be maintained by the Director or designee for not less than three (3) years.

3. Notification to Emergency Medical Services. The Director shall notify the appropriate local first aid, ambulance, or rescue squad, or other appropriate emergency medical services provider, of the AED, the type acquired, and the AED's location.

4. CPR/AED Training. All employees shall be encouraged to complete CPR/AED training, and the School shall make training available at School expense at least annually so that new employees and those due for renewal may complete or update their certification. All CERT members, physical education teachers, coaches, and after-school program supervisors shall hold current CPR/AED certification, renewed at least every two (2) years consistent with the requirements of the certifying organization.

5. Response Procedure. When a sudden cardiac arrest is suspected, School personnel shall:

- Recognize unresponsiveness and absent or abnormal breathing;
- Call, or instruct another adult to call, 9-1-1 immediately and notify the front office;
- Initiate CPR (chest compressions);
- Send a runner to retrieve the nearest AED and apply it per device prompts;
- Continue CPR/AED cycles until emergency medical services arrive; and

- Clear the area and designate one staff member to brief emergency medical services on arrival.

6. Post-Incident Review. Within a reasonable time following any cardiac event, the CERT shall conduct a post-incident review and document findings, including any equipment, training, or procedural improvements identified. Findings shall be reported to the Director and, if material, to the Board.

7. Grant Funding. The Director is authorized to apply for available Utah State Board of Education grant funds to support implementation of this Plan, including the purchase, placement, and maintenance of AEDs and related staff training.

8. Plan Adoption and Annual Review. The Board shall adopt this Plan and review it annually. The Director shall provide an annual report to the Board including an AED inspection summary, training completion rates, and any cardiac events occurring during the year.

Legal References: S.B. 244, Cardiac Emergency Response Plans in Schools, 2026 Utah Legislative General Session (effective July 1, 2026); Utah Code § 53G-9-216.



Background Check Policy

DRAFT — REDLINE FOR BOARD REVIEW

Adopted: October 23, 2019

Revised: August 13, 2024

Legend: ~~Strikethrough red text~~ = deletion. Underlined blue text = insertion. Plain black text = unchanged existing language, shown for context.

Policy

The purpose of this policy is to protect the safety, health and security of Bridge Elementary (the “School”) students, employees, and property.

The School will comply with the provisions of Utah Code § 53G-11-401 et seq. and Utah Administrative Code R277-316 regarding background checks. In order to protect the health and safety of all students and employees and to protect the property of the School, the School requires (a) all Board members, (b) all potential employees, and (c) any volunteers who will be given significant unsupervised access to a student in connection with the volunteer's assignment to submit to a criminal background check and ongoing monitoring as a condition for employment or appointment.

The School's Director shall establish administrative procedures consistent with this policy and applicable law.

The following provisions formalize the School's background check procedures and incorporate new employment restrictions required by S.B. 312 (2026 Utah Legislative General Session):

1. Individuals Subject to Background Checks. The School requires the following individuals to submit to a criminal background check and ongoing monitoring as provided in Utah Code § 53G-11-402 as a condition of employment or appointment: (a) each employee who is not licensed by the Utah State Board of Education (“USBE”), including substitute teachers; (b) each volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment; (c) each contract employee; and (d) each Board member. Each employee who is licensed by USBE must additionally obtain a background check and submit to ongoing monitoring as required in connection with USBE's licensure requirements.

2. Administration of Background Checks. The Director may contract with an outside qualified provider (currently, the Ogden School District) to administer background checks and fingerprinting on the School's behalf.

3. Consent and Waiver. Any person submitting to a background check for the School shall sign a consent and waiver notifying the individual: (a) that a criminal background check will be conducted; (b) who will see the information received as a result of the background check; and (c) how that information will be used.

4. Information Collected. The School will collect from each individual required to submit to a background check: personal identifying information, including current name, former names, nicknames, and aliases; date of birth; address; telephone number; driver license number or other government-issued identification number; Social Security number; and fingerprints; the applicable fee, subject to Section 5 below; and consent and waiver on a form specified by the School for the initial fingerprint-based background check by the Federal Bureau of Investigation and the Utah Bureau of Criminal Identification, and for retention of personal identifying information for ongoing monitoring through registration with the systems described in Utah Code § 53G-11-404. The School will submit each individual's personal identifying information, including fingerprints, to the Utah Bureau of Criminal Identification for (a) an initial fingerprint-based background check and (b) ongoing monitoring, if the results of the initial criminal background check do not contain disqualifying criminal history information as determined by the School.

5. Payment of Fees. The School shall pay the background check fee and fingerprinting fee for non-licensed and contract employees of the School, including substitutes, and for volunteers and Board members of the School.

6. Background Check Evaluation. When making decisions regarding employment or appointment based on information received from a criminal background check, the School will consider: (a) any convictions, including pleas in abeyance; (b) any matters involving a felony; and (c) any matters involving an alleged sexual offense; class A misdemeanor drug offense; offense against the person under Utah Code Title 76, Chapter 5; class A misdemeanor property offense alleged to have occurred within the previous three years; or any other type of criminal offense if more than one occurrence of the same type of offense is alleged to have occurred within the previous eight years. Only those convictions that are job-related for the employee, applicant, or volunteer will be considered by the School.

7. Employment and Volunteer Restrictions Following Licensure Action. Consistent with S.B. 312 (2026 Utah Legislative General Session), which enacts Utah Code § 53E-6-604.5 and amends § 53E-6-604, when background check or licensure information indicates that an applicant or employee is subject to a suspension or revocation action by the Utah Professional Practices Advisory Commission ("UPPAC"), the School shall apply employment and volunteer restrictions as follows: (a) Serious misconduct — if the UPPAC action involves serious misconduct involving actual harm or a credible risk of harm to children, the individual is restricted from employment or volunteer service at the School; (b) Other cases — for UPPAC actions not involving serious misconduct as described above, the School may restrict employment or volunteer service only based on written findings, prepared by the Director, demonstrating a specific risk to students or staff; and (c) Technical violations — a UPPAC action arising from a technical violation is exempt from the restrictions described above. The Director shall consult with the School's legal counsel before taking any adverse employment or volunteer action under this Section, including before separating a current employee, to determine the applicable restriction category and any notice owed to the individual.

8. Opportunity to Review and Respond. The School will provide an individual an opportunity to review and respond to any criminal history information received as a result of a background check or through ongoing monitoring. If a person is denied employment or appointment, or is dismissed from employment or appointment, because of information obtained through a criminal background check or ongoing monitoring, the person may request a review of the information received and the reasons for the disqualification, and shall be provided written notice of the reasons for the denial or dismissal and of the individual's right to request a review.

9. Confidentiality. Information received by the School as a result of a background check will be (a) available only to individuals involved in the hiring or background investigation process for that individual and (b) used only for the purpose of assisting the School in making employment-related decisions. Any person who disseminates or uses such information for any other purpose is subject to criminal penalties and civil liability as set forth in applicable law.

10. Privacy Risk Mitigation. The School will employ reasonable privacy risk mitigation strategies to ensure that it only receives notifications for individuals with whom the School maintains an authorizing relationship. The School shall

terminate ongoing monitoring for employees upon termination of their employment, and for Board members upon resignation or expiration of their term without renewal, unless good cause exists to maintain ongoing monitoring (such as continued service as a volunteer). With respect to non-Board member volunteers, the School shall maintain a list of volunteers registered for ongoing monitoring, periodically confirm with relevant School personnel whether those individuals are still volunteering, and terminate ongoing monitoring when appropriate. Upon receiving notification of criminal activity, the School shall review the individual's current status in relation to the School and decline to accept and review the detail of the notification if the individual named is no longer employed or authorized to volunteer by the School.

11. Administrative Procedures. The Director shall establish and maintain administrative procedures consistent with this policy and applicable law.

12. Annual Review. The Board shall review this policy annually.

Rationale — S.B. 312, Educator License Amendments (2026 Gen. Session)

The original policy directed the Director to establish administrative procedures without specifying their content. The inserted sections formalize those procedures consistent with Utah Code § 53G-11-401 et seq. and add the employment and volunteer restriction framework required by S.B. 312 (enacting § 53E-6-604.5). Section 2 also reflects the Director's confirmation that background checks are currently administered through the Ogden School District.



Arrest Reporting Policy

DRAFT — REDLINE FOR BOARD REVIEW

Adopted: May 28, 2019

Revised:

Legend: ~~Strikethrough red text~~ = deletion. Underlined blue text = insertion. Plain black text = unchanged existing language, shown for context.

Policy

The Board of Directors of Bridge Elementary (the “School”) recognizes the importance of receiving information regarding arrests and convictions of School personnel in order to assist the School in adequately safeguarding the safety of its students.

The School's Director shall establish administrative procedures that comply with the requirements of Utah Administrative Code Rule R277-516-5 with respect to the reporting of arrests and convictions of the following individuals: employees that are not licensed by the Utah State Office of Education, volunteers who have significant unsupervised access to students in connection with their volunteer assignment, Board members, and any other employee who drives a motor vehicle as part of their employment responsibilities.

Employees who are licensed by the Utah State Office of Education shall report arrests, citations, and charges as set forth in Utah Administrative Code Rule R277-516-3.

The following provisions formalize the School's arrest reporting procedures, including a self-report form and a defined review process:

1. Individuals Required to Report. The individuals identified above shall report to the Director, using the Arrest and Conviction Self-Report Form attached to this policy, the matters described in Section 2 below.
2. Matters Required to Be Reported. Individuals identified in Section 1 shall report: convictions, including pleas in abeyance and diversion agreements; any matters involving arrests for alleged sexual offenses; any matters involving arrests for alleged drug-related offenses; any matters involving arrests for alleged alcohol-related offenses; and any matters involving arrests for alleged offenses against the person under Utah Code Title 76, Chapter 5 (including assault and battery).
3. Timeline for Reports. Current employees of the School shall provide the required reports to the Director within seven (7) days of receiving notification of this policy. Thereafter, employees shall submit required reports to the Director within seven (7) days of the event necessitating the report. New employees shall report this information prior to commencing work for the School.

4. Review of Reports. The Director and Assistant Director shall review and investigate all reports received under this policy and determine whether any employment action is necessary to protect the safety of students. The Director and Assistant Director shall maintain the confidentiality of the information submitted and shall share such information only with individuals who have a legitimate need to know. Information regarding the reports, the results of any investigation, the determination made, and any action taken shall be maintained in a separate, confidential employment file. These records shall be retained only if the Director determines retention is necessary to protect the safety of students.

5. Required Interim Action. Any individual who reports a matter involving an alleged sexual offense, or another alleged offense that may endanger students, shall be immediately suspended from all student supervision responsibilities during the period of investigation. Any individual who reports a matter involving alcohol or drugs shall be immediately suspended from transporting students, operating motor vehicles on School business, and operating or maintaining School vehicles during the period of investigation.

6. Coordination With Background Check Policy. Where a report received under this policy also results in a licensure action by the Utah Professional Practices Advisory Commission, the Director shall apply the employment and volunteer restriction provisions of the School's Background Check Policy.

7. Training. The Director shall ensure that individuals subject to this policy receive training regarding their arrest reporting obligations, including at the time of hire or appointment and whenever this policy is materially revised.

8. Annual Review. The Board shall review this policy annually.

Rationale — Formalized Reporting Procedure

The original policy directed the Director to establish administrative procedures without specifying a reporting mechanism, timeline, or review process. The inserted sections add a defined seven-day reporting timeline, a two-person review (Director and Assistant Director, per the Director's confirmation of current practice), required interim suspension from student contact pending investigation, and a standard self-report form (attached) where none previously existed.

Arrest and Conviction Self-Report Form

BRIDGE ELEMENTARY

Utah law and Bridge Elementary's Arrest Reporting Policy require certain employees, volunteers, contractors, and Board members to self-report arrests, citations, charges, and convictions within seven (7) days of the event. Complete this form and submit it to the Director.

Reporting Individual

Printed Name

Position (Employee, Volunteer, Board Member, or Contractor)

Nature of Report

Check all that apply:

- Conviction (including a plea in abeyance or diversion agreement)
- Arrest, citation, or charge involving an alleged sexual offense
- Arrest, citation, or charge involving an alleged drug-related offense
- Arrest, citation, or charge involving an alleged alcohol-related offense
- Arrest, citation, or charge involving an alleged offense against the person (Utah Code Title 76, Chapter 5)

Description of Matter Reported

Date of Arrest, Citation, Charge, or Conviction

Charge(s) or Offense(s), if known

Law Enforcement Agency or Court Involved, if known

Additional Details

Certification

I certify that the information provided above is true and complete to the best of my knowledge. I understand that failure to timely and accurately report this information may result in disciplinary action, up to and including termination of my employment, volunteer assignment, contract, or Board service.

Signature

Date

For School Use Only

Received By (Director or Assistant Director)

Date Received

Action Taken



School Safety Policy

Adopted: Pending Board Adoption

Revised:

Purpose

To establish Bridge Elementary's (the "School's") school safety and security framework, consistent with the Utah School Security Act (Utah Code § 53-22-101 to 103), H.B. 44 (2026 Utah Legislative General Session), S.B. 51 (2026 Utah Legislative General Session), and Utah Code § 53G-8-701.8. This policy coordinates with the School's Threat Assessment Policy, Information Technology Systems Security Plan, and Health and Welfare Policy.

Policy

- 1. School Safety and Security Director.** In accordance with Utah Code § 53G-8-701.8, the Board hereby designates the Director as the School's School Safety Director and the Assistant Director as the School Safety Specialist. The School Safety Director and School Safety Specialist are jointly responsible for: coordinating implementation of this policy and the School's Threat Assessment Policy; maintaining the School's Emergency Response and Preparedness Plan; coordinating with local law enforcement and the Utah State Board of Education; and reporting annually to the Board.
- 2. Visitor Management.** The School maintains a visitor management system requiring all visitors to check in and be issued identification before accessing School facilities during school hours, as further described in the School's Visitor and Supervised Volunteer Check-In Procedures. The School's visitor management system (currently Verkada) shall screen visitors against sex offender registries, criminal databases, and government watchlists, consistent with H.B. 44.
- 3. Wearable Panic Devices.** The School shall equip all staff with wearable panic devices that, when activated, alert building staff and, where configured, local law enforcement. Devices shall be tested at least quarterly.
- 4. School Guardian Program.** The School participates in the school-guardian program authorized under H.B. 44. Each school guardian shall be designated by name and approved by the Board after a documented background check, training, and qualification process consistent with H.B. 44. While on duty, each school guardian shall carry their firearm concealed and on their person at all times; off-person storage of a guardian's firearm is not permitted during duty hours. Each school guardian shall complete initial and annual recertification training as required by H.B. 44. The Director shall maintain a current, confidential list of designated school guardians and shall provide it to local law enforcement as appropriate for emergency response coordination.
- 5. Emergency Drills.** The School shall conduct emergency drills consistent with R277-400, including fire drills, lockdown drills, and reverse-evacuation drills, at the frequency required by rule. Drill outcomes shall be documented and reviewed by the Director.
- 6. SIS Threat-Assessment Flag.** Consistent with S.B. 51 (2026 Utah Legislative General Session), the School's student information system shall include a threat-assessment flag. The flag shall be entered, viewed, and updated only by personnel authorized under the School's Threat Assessment Policy, and shall transfer with the student's record consistent with FERPA and Utah Code § 53G-8-205.

7. Annual Review. The Director shall present an annual School Security Report to the Board, including drill outcomes, visitor-management metrics, threat-assessment activity (de-identified), and recommendations. The Board shall review this policy annually.

Legal References: H.B. 44, School Security Personnel Standards, 2026 Utah Legislative General Session (effective May 6, 2026); S.B. 51, School Safety Modifications, 2026 Utah Legislative General Session (effective July 1, 2026); Utah Code § 53-22-101 to 103; Utah Code § 53G-8-701.8.



Student Conduct and Discipline Policy

DRAFT — REDLINE FOR BOARD REVIEW

Adopted:

Revised: June 18, 2024

Legend: ~~Strikethrough red text~~ = deletion. Underlined blue text = insertion. Plain black text = unchanged existing language, shown for context.

Policy

1. PURPOSE, BELIEFS, AND PHILOSOPHY

1.1 Purpose The purpose of the Bridge Elementary (the “School”) Student Conduct and Discipline Policy is to help all students develop positive relationships with other students and adults, take responsibility for their actions and learning, and develop the self-discipline necessary to create an environment that is characterized by physical and emotional safety in order to enhance learning for everyone.

The School will foster a school and community-wide expectation of good citizenship for students and a sense of responsibility in the school community for rules and standards of behavior.

The School will promote and require:

- Student responsibility for learning and behavior in all grades.
- Student conduct that produces a proper learning environment and respect for the personal, civil, and property rights of all members of the School community.
- Parents and guardians of all students to assume proper responsibility for their students' behavior and to cooperate with School authorities in encouraging student self-discipline and discouraging behavior that is disruptive to the School's educational program.

1.2 Beliefs and Expectations The School's beliefs and expectations set a positive and inviting culture for dealing with student behavior issues.

Beliefs:

- Punishment alone will not change behavior.
- Most aggressive behavior is a relationship problem, not a behavior problem.
- Adults must model the behaviors they expect from the students.
- We expect conflicts, but we expect conflicts to be resolved and relationships mended.

Expectations:

- Students will show respect for other students.

- Students will show respect for adults.
- Students will show respect for the building.
- Adults will show respect for students.
- Students will develop self-discipline.

1.3 Procedural Philosophy The School recognizes that establishing a procedural philosophy consistent with the desired positive school environment is as important as following legal and due process procedures. The School's policy sets forth appropriate legal and due process procedures and will be followed within the context of the procedural philosophy outlined below:

Procedures: When students are involved in conflicts with other students, they will:

- Work together to resolve the conflict.
- Work to repair the relationship and build trust.
- Be subject to additional consequences if they exhibit unsafe behaviors during the conflict.

When students are involved in a conflict with or feel they have been treated unfairly by a member of the staff or a volunteer, they will:

- Report their feelings to their parent or to the administrator or counselor, who will work together to set up a conference with the student, the parent, an administrator or counselor, and the adult involved in order to resolve the conflict and mend the relationship.

When students flagrantly disregard the safety of others, show blatant disrespect to others, or consistently behave in a disrespectful or unsafe way:

- The student will be subjected to consequences and positive behavior support to ensure that the student will make better choices in the future. Consequences might include: In-School Suspension; Out of School Suspension; Expulsion; Restitution; Repayment for damages.
- The student will work to earn back the trust of the School community by actions such as: genuine apology to injured or affected parties; demonstration of appropriate behaviors following the incident; repair or replace any damaged items.

Due process to protect the rights of students will include:

- All students will be treated with dignity and respect as they go through correction procedures. The administration will see to it that their rights are protected through the process. If parents feel their student has not been treated fairly, they may request a hearing with the School's Board of Directors (the "Board") in accordance with the School's Parent Grievance Policy.
- Parents will be notified when students are involved in situations that are deemed to be serious.
- Parents and students will be notified of the expectations, possible consequences, and the procedures involved in this policy at the beginning of each school year.

2. ENVIRONMENT

2.1 Safe School Environment It is the School's policy to promote a safe and orderly school environment for all students and employees. Accordingly, the School holds all students, employees, and other adults to the highest standards of behavior in the classroom, on School grounds, in School vehicles, and during School-sponsored activities. Criminal acts or disruptive behavior of any kind will not be tolerated, and any individual who engages in such activity will be subject to disciplinary action, criminal prosecution, or both.

2.2 Discrimination Prohibited It is the School's policy to provide equal educational and employment opportunity for all individuals. Therefore, the School prohibits all discrimination on the basis of race, color, religion, sex, age, national

origin, disability, or veteran status. Complaints of discrimination or unfair application of this policy should be submitted pursuant to the School's Parent Grievance Policy.

3. DEFINITIONS

3.1 Suspension For purposes of this policy, suspension is a temporary removal of a student from School and School-sponsored activities for a period of up to one (1) year. A student who is suspended may, at the Director's discretion, have access to homework, tests, and other schoolwork through a home study program but will not be allowed to attend classes or participate in any School activities during the period of suspension.

3.2 Expulsion For purposes of this policy, expulsion means the formal process of dismissing a student from School. Recognizing that students who commit violent or disruptive acts may pose safety problems, the School will work with parents to provide alternative educational placement and programs for the student where appropriate and feasible. However, the Director retains the authority to exclude the student from all programs or activities for the period of expulsion.

3.3 Change of Placement for Students with Disabilities under IDEA and Section 504 For purpose of the removal of a student with a disability from the student's current educational placement, a "change of placement" occurs if (a) the removal is for more than ten (10) consecutive school days or (b) the student is subjected to a series of removals that constitute a pattern because they total more than ten (10) school days in a school year or because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another. Any "change of placement" requires compliance with the procedures outlined in Section 10 of this policy.

3.4 Disruptive Student Behavior For purposes of this policy, "disruptive student behavior" means the behavior identified as grounds for suspension or expulsion described in Section 4.1 below.

3.5 Parent For purposes of this policy, "parent" means (i) a custodial parent of a school-age child; (ii) a legally appointed guardian of a school-age child; or (iii) any other person purporting to exercise any authority over the child which could be exercised by a person described above.

3.6 Qualifying Minor For purposes of this policy, "qualifying minor" means a school-age child who: (i) is at least nine years old; or (ii) turns nine years old at any time during the school year.

3.7 School Year For purposes of this policy, "school year" means the period of time designated as the school year by the Board in the calendar adopted each year.

3.8 School-age Child For purposes of this policy, "school-age child" means a minor who: (i) is at least six years old but younger than 18 years old; and (ii) is not emancipated.

4. GROUNDS FOR SUSPENSION, EXPULSION, OR CHANGE OF PLACEMENT

4.1 Suspension 4.1.1 A student may be suspended from School for the following reasons: [a] frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including, but not limited to: fighting; gang activity; noncompliance with School dress code; harassment, including sexual, racial, or religious harassment; the use of foul, profane, vulgar or abusive language; or other unreasonable and substantial disruption of a class, activity, or other function of the School; [b] willful destruction or defacing of School property; [c] behavior or threatened behavior that poses an immediate and significant threat to the welfare, safety, or morals of other students or School personnel or to the operation of the School; [d] possession, distribution, control, use, sale, or arranging for the sale of an alcoholic beverage as defined in Utah Code Ann. § 32B-1-102; [e] possession, distribution, control, use, sale, or arranging for the sale of cigars, cigarettes, electronic cigarettes, or tobacco, as defined by Utah Code Ann. § 76-10-101; [f] possession, distribution, control, use, sale, or arranging for the sale of contraband, including but not limited to

real, look-alike or pretend weapons, fireworks, matches, lighters, alcohol, tobacco, mace, pepper spray, laser pointers, pornography, illegal drugs and controlled substances, drug paraphernalia, or any other material or item that has caused or will imminently cause substantial disruption to school operations; [g] inappropriate use or possession of electronic devices in class or in any other way that substantially disrupts the educational environment; [h] any criminal activity; [i] any serious violation involving weapons, drugs, or the use of force, including those actions prohibited in Section 4.1.2 below, that threatens harm or causes harm to the School or School property, to a person associated with the School, or property associated with any such person, regardless of where it occurs; or [j] bullying or hazing as defined in Utah Code Ann. § 53G-9-601 and/or the School's Bullying and Hazing Policy.

4.1.2 A student shall be suspended or expelled from School for the following reasons: [a] a serious violation affecting another student or a staff member, or a serious violation occurring in a School building, in or on School property, or in conjunction with a School-sponsored activity, including: (i) the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material; (ii) the actual use of violence or sexual misconduct, including but not limited to such violence or sexual misconduct related to hazing; (iii) the actual or threatened use of a lookalike weapon with intent to intimidate another person or to disrupt normal School activities; or (iv) the sale, control, or distribution of a drug or controlled substance as defined in Utah Code Ann. § 58-37-2, an imitation controlled substance defined in Utah Code Ann. § 58-37b-2, or drug paraphernalia as defined in Utah Code Ann. § 58-37a-3; [b] the commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor; or [c] making a false report of an emergency at the School or another school under Utah Code Ann. § 76-9-202(2)(d).

4.2 Expulsion A student may be expelled from School for any violation listed under Section 4.1 of this policy if the violation is serious or persistent.

4.3 Weapons – Mandatory Expulsion for One Year – Utah Code Ann. § 53G-8-205; 20 U.S.C. § 7151 4.3.1 Any student who commits an act for which mandatory suspension or expulsion is provided under Section 4.1.2, above, involving a real or lookalike weapon, explosive, or noxious or flammable material shall be expelled from School and all School programs and activities for a period of not less than one (1) year, subject to the following: [a] Within forty-five (45) days after the expulsion, the student shall appear before the Case Management Team (“CMT”), which shall be comprised of the Director, a Board member, and a teacher selected by them, accompanied by a parent or legal guardian; and [b] The CMT shall determine: (i) what conditions must be met by the student and the student's parent for the student to return to School; (ii) if the student should be placed on probation in a regular school setting consistent with Utah Code Ann. § 53G-8-208, and what conditions must be met by the student in order to ensure the safety of students and faculty at the School; and (iii) if it would be in the best interest of both the School and the student to modify the expulsion term to less than a year, conditioned on approval by the Board and giving highest priority to providing a safe school environment for all students. [c] For purposes of this policy, the term “firearm”, “explosive”, and “noxious or flammable material” include but are not limited to: guns, starter pistols, cap guns, bombs, bullets and ammunition, gasoline or other flammable liquids, mace, pepper spray, matches, and lighters.

4.3.2 Students with Disabilities under IDEA and Section 504. Whenever a student receiving special education and related services under the Individuals with Disabilities Education Act (“IDEA”) or Section 504 of the Rehabilitation Act is determined to have carried a weapon to School or a School-sponsored activity, the procedures outlined in Section 10 of this policy must be followed.

4.4 Drugs and Controlled Substances – Mandatory Suspension or Expulsion – Utah Code Ann. § 53G-8-205 4.4.1 A student shall be suspended or expelled from the School for any of the following reasons: [a] use, control, possession, distribution, sale, or arranging for the sale of an illegal drug or controlled substance (which includes alcohol), an imitation controlled substance, or drug paraphernalia in a School building, in a School vehicle, on School property, or in conjunction with any School-sponsored activity; [b] misuse or abuse, distribution, sale or arranging for the sale of

prescription medication at School or a School-sponsored activity; or [c] misuse or abuse of over-the-counter remedies, or sharing, distribution, sale, or arranging for the sale of over-the-counter remedies. A student may possess and use over-the-counter remedies at School only in amounts not to exceed the recommended daily dose including, but not limited to: aspirin, ibuprofen, Tylenol (acetaminophen), cough drops, allergy medication, cough syrup and mouthwash.

4.4.2 Students with Disabilities under Section 504. Any student identified as being disabled under either Section 504 of the Rehabilitation Act or the Americans with Disabilities Act who currently is engaging in the illegal use of drugs or alcohol shall be suspended or expelled to the same extent as non-disabled students for the possession, use, control, distribution, sale, or arrangement of the sale of illegal drugs, alcohol, or controlled substances on School property or in conjunction with any School-sponsored activity.

4.4.3 Drug Testing. [a] Any student who is reasonably suspected of violating Section 4.4 may be subject to a drug test for cause, arranged and paid for by the School. [b] Any student who has been suspended or expelled for a violation of Section 4.4 may be required to provide a clean drug test and evidence of completion of drug assessment and/or drug counseling programs as a condition of readmission to School. Testing and counseling required as a condition of readmission rather than for the purpose of providing justification for the initial suspension or expulsion shall be arranged and paid for by the student's parent or guardian. [c] Students who refuse to submit to required drug testing and counseling programs or to cooperate with School officials with respect to the sharing of appropriate information, may be expelled from the School. [d] Any student who is suspended or expelled for violation of Section 4.4 may be subject to random drug testing, at any time and for any reason, for a period of one year from the date of offense. If the student tests positive, he/she may be expelled from all School programs or activities. Any student who refuses consent for random drug testing under these conditions shall be expelled from all School programs or activities.

4.4.4 Students with Disabilities under IDEA. Whenever a student receiving special education and related services under IDEA knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School or a School-sponsored activity, the procedures outlined in Section 10 of this policy must be followed.

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

4.5.1 Gang Activity and Apparel Prohibited. Students who engage in any form of gang activity on or about School property, or at any School-sponsored activity may be suspended or expelled under the terms of this policy. For the purposes of this policy, "gang activities" include, but are not limited to any of the following: [a] Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, apparel, emblems, badges, tattoos or manner of grooming, accessories, symbols, signs, or other thing which is evidence of membership in or affiliation with any gang; [b] Committing any act or omission or using any speech, either verbal or nonverbal, (flashing signs, gestures, hand shakes, etc.) that demonstrates membership in or affiliation with a gang; [c] Soliciting others for membership in a gang; [d] Requesting any person to pay for "protection", claiming "turf", or otherwise intimidating, bullying, retaliating against, threatening, abusing, or harassing any person; [e] Possessing a weapon, controlled substances, drug paraphernalia, or other contraband; [f] Committing any illegal act; or [g] Encouraging or inciting another person to act with physical violence upon any other person or cause damage to property.

4.5.2 Confiscation of Gang Items. Subject to the search and seizure provisions of this policy, gang paraphernalia, apparel, or weapons may be confiscated by School officials at any time.

4.5.3 Consultation with Law Enforcement Authorities. School officials shall consult with local law enforcement authorities and gang detectives whenever they have questions regarding gang-related clothing, apparel, or other gang activity.

4.6 Bullying, Cyber-Bullying, Harassment, Hazing, and Abusive Conduct Bullying, cyber-bullying, harassment, hazing, and abusive conduct of students and employees are against federal law, state law, and School policy, and are not tolerated by the School. It is the School's intent to respond to school-related incidents by implementing prevention efforts where victims can be identified and assessed, and perpetrators educated, in order to create a safer school that provide a positive learning environment.

School administration has the authority to discipline students and employees for off-campus speech that causes or threatens a substantial disruption on campus, at School activities, or causes or threatens a significant interference with a student's educational performance or involvement in School activities.

Additional information regarding these issues are contained in the School's Bullying and Hazing Policy, which is available on the School's website.

4.7 Possession or Use of Electronic Cigarette Products 4.7.1 Students are prohibited from possessing or using electronic cigarette products, as defined by Utah Code Ann. § 76-10-101, on School property.

4.7.2 The Director or their designee shall request the surrender of or confiscate electronic cigarette products as provided in Section 16 of this policy.

4.7.3 The Director will ensure that any surrendered or confiscated electronic cigarette product is destroyed or disposed of. However, the Director may allow the release of any surrendered or confiscated electronic cigarette product to local law enforcement if School personnel have a reasonable suspicion that the electronic cigarette product contains an illegal substance and local law enforcement requests that the School release it to them as part of an investigation or action.

5. AUTHORITY TO SUSPEND OR EXPEL

5.1 Authority to Suspend for Ten (10) School Days or Less for Regular Education Students The Director has the authority to suspend a regular education student for up to ten (10) school days. In considering whether to suspend a student, the Director shall consider all relevant factors, including but not limited to, the severity of the offense, the student's age, disability, academic status and disciplinary record, parental capabilities, and community resources.

5.2 Authority to Suspend and Duration of Suspension for Students with Disabilities The Director has the authority to suspend a student with disabilities (504 or IDEA) for not more than ten (10) consecutive school days, and additional removals of not more than ten (10) total school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a pattern resulting in a change of placement. The School need not provide services during periods of removal of ten (10) days cumulative or less if services are not provided to a student without disabilities who has been similarly suspended.

5.3 Authority to Suspend for Longer than Ten (10) Days or Expel for Regular Education Students Subject to the requirements for due process set forth in Section 9, below, the Director may suspend a regular education student for longer than ten (10) days or expel a regular education student.

Expulsions shall be reviewed by the CMT and the conclusions reported to the Board at least once each year if the parent/guardian of the expelled student has expressed a desire for the student to return to the School.

5.3.1 Parental Responsibility. If a student is suspended for a period longer than ten (10) days or expelled, the student's parent or legal guardian is responsible for undertaking an alternative education plan that will ensure that the student's education continues during the period of expulsion. The parent or guardian shall work with designated

School officials to determine how the student's education will continue through private education paid for by the parents, an alternative program offered by the local school district, or other alternatives which will reasonably meet the educational needs of the student. Costs of educational services which are not provided by the School are the responsibility of the student's parent or guardian.

5.3.2 The parent or guardian and designated School officials may enlist the cooperation of the Division of Child and Family Services, the juvenile court, law enforcement, or other appropriate government agencies in determining how to meet the educational needs of the student.

5.3.3 The School shall contact the parent or guardian of each student under age 16 who has been expelled from all School programs and services at least once a month to determine the student's progress if the parent/guardian of the expelled student has expressed a desire for the student to return to the School.

5.4 Authority to Institute Change of Placement for Student with Disabilities Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504, or ADA, procedures outlined in the State of Utah Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

6. PROCEDURES FOR ADDRESSING DISRUPTIVE STUDENT BEHAVIOR – Utah Code Ann. § 53G-8-210

6.1 Efforts to Resolve Disruptive Student Behavior Problems 6.1.1 Information About Resources. The School will provide to a parent of a student who engages in disruptive student behavior a list of resources available to assist the parent in resolving the student's disruptive behavior problem.

6.1.2 Procedures for Resolving Problems. The Director or a teacher or counselor designated by the Director will work with students who engage in disruptive student behavior according to the procedures identified in Section 7, below, in an attempt to help the student's behavior to improve and to prevent problems from escalating. Incidents of disruptive student behavior and attempts to resolve behavior issues will be documented.

6.2 Notice of Disruptive Student Behavior 6.2.1 Authorization. The Director is authorized to issue notices of disruptive student behavior to students who are qualifying minors.

6.2.2 Criteria for Issuing Notice. The Director will issue a “notice of disruptive student behavior” to a qualifying minor who: [a] engages in “disruptive student behavior” that does not result in suspension or expulsion three times during the school year; or [b] engages in disruptive student behavior that results in suspension or expulsion once during the school year.

6.2.3 Contents of Notice. The notice of disruptive student behavior will: [a] require the qualifying minor and a parent of the qualifying minor to whom the notice is issued to (i) meet with School authorities to discuss the qualifying minor's disruptive student behavior; and (ii) cooperate with the Director and the Board in correcting the student's disruptive student behavior; and [b] be mailed by certified mail to, or served in person on, a parent of the qualifying minor.

6.2.4 Contesting Notice. A qualifying minor, or a qualifying minor's parent, may contest a notice of disruptive student behavior by requesting in writing, within ten (10) business days after receipt of the notice, a meeting with the CMT at which the parent and the CMT will discuss the facts related to the student's behavior, the basis of the parent's concerns with or objections to the issuance of the notice, and efforts that have been made to address the behavior problems.

6.3 Habitual Disruptive Student Behavior Notice 6.3.1 Criteria for Issuing Notice. The Director may issue a “habitual disruptive student behavior notice” to a qualifying minor who: [a] engages in disruptive student behavior that does

not result in suspension or expulsion at least six times during the school year; [b] (i) engages in disruptive student behavior that does not result in suspension or expulsion at least three times during the school year; and (ii) engages in disruptive student behavior that results in suspension or expulsion at least once during the school year; or [c] engages in disruptive student behavior that results in suspension or expulsion at least twice during the school year.

6.3.2 Notice to Parents. Within five (5) days after the day on which a habitual disruptive student behavior notice is issued, the Director shall provide documentation to a parent of the qualifying minor who receives the notice of the efforts made by a School representative under Section 7, below.

6.4 Responses to School-Based Behavior 6.4.1 Definitions. [a] “Mobile crisis outreach team” means a crisis intervention service for minors or families of minors experiencing behavioral health or psychiatric emergencies. [b] “Restorative justice program” means a school-based program or a program used or adopted by a school that is designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school. [c] “Youth court” means the same as that term is defined in § 80-6-901, including that it is a diversion program that provides an alternative disposition for cases involving minors who have committed minor offenses in which youth participants, under the supervision of an adult coordinator, may serve in various capacities within the courtroom, acting in the role of jurors, lawyers, bailiffs, clerks, and judges.

6.4.2 Alternative School-Related Interventions. The Board may establish or partner with a certified youth court program or establish or partner with a comparable restorative justice program. The School may refer a student to youth court or a comparable restorative justice program in accordance with § 53G-8-211.

6.4.3 Referrals of Minors. A qualifying minor to whom a habitual disruptive student behavior notice is issued under Section 6.3.1 may not be referred to the juvenile court. The School will follow § 53G-8-211 with respect to referring a minor who is alleged to have committed an offense on School property when School is in session or during a School-sponsored activity. In accordance with § 53G-8-211: [a] if the alleged offense on School property is a class C misdemeanor, an infraction, or a status offense, the minor shall be referred: (i) to an evidence-based alternative intervention, including: (1) a mobile crisis outreach team; (2) youth services center, as defined in § 80-5-102; (3) a certified youth court, as defined in § 80-6-901, or comparable restorative justice program; (4) an evidence-based alternative intervention created and developed by the School or other governmental entities as set forth in § 53G-8-211(3)(a)(v); or (5) a tobacco cessation or education program if the offense is a violation of § 76-10-105; or (ii) for prevention and early intervention youth services, as described in § 80-5-201, by the Division of Juvenile Justice Services if the minor refuses to participate in an evidence-based alternative intervention described above. [b] Except as provided in Subsection [c] below, if a minor is alleged to have committed an offense on School property that is a class C misdemeanor, an infraction, or a status offense, the minor may be referred directly to a law enforcement officer or agency or a court only if: (i) the minor allegedly committed an offense on School property on a previous occasion; and (ii) the minor was referred to an evidence-based alternative intervention, or to prevention or early intervention youth services, as described in Subsection [a] above for the previous offense. [c] If a minor is alleged to have committed a traffic offense that is an infraction, the minor may be referred directly to a law enforcement officer or agency, a prosecuting attorney, or a court for the traffic offense. [d] If a minor is alleged to have committed an offense on School property that is a class B misdemeanor or a class A misdemeanor, the minor may be referred directly to a court or to the evidence-based alternative interventions in Subsection [a] above. [e] If a minor commits an offense on School grounds when School is in session or at a School-sponsored activity and that information is reported to, or known by, a School employee, the School employee shall notify the Director. After receiving such a notification, the Director shall notify a law enforcement officer or agency if the Director may refer the offense to a law enforcement officer or agency as explained above in this section. The Director shall also notify other School personnel if the Director determines that other School personnel should be informed.

6.4.4 Referral of Students for Firearm Offense. If a student brings a firearm or weapon to the School, the student shall be referred directly to a law enforcement officer or agency, a prosecuting attorney, or a court.

7. ALTERNATIVES TO EXPULSION, OR CHANGE OF PLACEMENT FOR FREQUENT OR FLAGRANT DISRUPTIVE BEHAVIOR – Utah Code Ann. § 53G-8-207

A continuum of intervention strategies shall be available to help students whose behavior in School repeatedly falls short of reasonable expectations. Prior to suspending a student for more than ten (10) days or expelling a student for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which are not so extreme or violent that immediate removal is warranted, good faith efforts shall be made to implement a remedial discipline plan to allow the student to remain in the School.

7.1 Before referring the student for long-term suspension, expulsion or change of placement under this Section, School staff should demonstrate that they have attempted some or all of the following interventions: 7.1.1 Talking with the student; 7.1.2 Class schedule adjustment; 7.1.3 Phone contact with the parent or legal guardian; 7.1.4 Informal parent/student conferences; 7.1.5 Behavioral contracts; 7.1.6 After-school make-up time; 7.1.7 Short-term in-school suspension (ISS); 7.1.8 Short-term at-home suspensions; 7.1.9 Appropriate evaluation; 7.1.10 Home study; 7.1.11 Alternative programs; or 7.1.12 Law enforcement assistance as appropriate.

7.2 Parental Attendance with Student – Utah Code Ann. § 53G-8-207 As part of a remedial discipline plan for a student, the School may require the student's parent or guardian, with the consent of the student's teachers, to attend class with the student for a period of time specified by a designated School official. If the parent or guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the provisions of this policy.

8. DUE PROCESS FOR SUSPENSIONS OF TEN (10) DAYS OR LESS

The following procedure shall apply to all students facing suspension of ten (10) school days or less: 8.1 The Director shall notify the student's custodial parent or guardian of the following without delay: that the student has been suspended, the grounds for the suspension, the period of time for which the student is suspended, and the time and place for the parent or guardian to meet with the Director to review the suspension.

8.2 The Director shall also notify the non-custodial parent, if requested in writing, of the suspension. 8.2.1 Section 8.2 does not apply to the portion of School records which would disclose any information protected under a court order. 8.2.2 The custodial parent is responsible to provide the School a certified copy of any court order under subsection 8.2.1.

8.3 The Director shall document the charges, evidence, and action taken.

8.4 The student shall be requested to present his/her version of the incident in writing. Students with disabilities or young students who are unable to write their own statements shall be accommodated through the use of tape recorder, scribe, etc.

8.5 If the student denies the charges, the student shall be provided with an explanation of the evidence and an opportunity to present his/her version of the incident to the Director.

8.6 In general, the notice and informal conference shall precede the student's removal from the School.

8.7 If, in the judgment of the Director, notice is not possible because the student poses a danger to a person or property or an ongoing threat of disrupting the academic process, he/she may be removed immediately. However, in such cases, the necessary notice and informal conference shall follow as soon as possible.

9. DUE PROCESS FOR SUSPENSIONS OF MORE THAN TEN (10) DAYS AND EXPULSIONS

9.1 If the Director believes that a student should be suspended for more than ten (10) days or expelled, the Director may make the initial decision and shall meet with the student's parent or guardian to discuss the charges against the student and the proposed discipline within five (5) school days after the suspension or expulsion began. If requested in writing, the Director shall also notify the non-custodial parent of the suspension or expulsion as outlined in Section 8.2 of this policy.

9.2 Notice to Student and Parent/Guardian. During the meeting required in Section 9.1, the Director shall provide the student's parent or guardian with written notice that includes all of the following elements (or, if the student's parent or guardian refuses to meet, the Director shall send the notice by certified mail, return receipt requested, to the student's parent or legal guardian within ten (10) school days after the suspension or expulsion began): 9.2.1 a description of the alleged violation(s) or reason(s) giving rise to disciplinary action; 9.2.2 the penalty being imposed (duration of suspension or expulsion); 9.2.3 a statement that a due process hearing may be requested by providing the Director with written notice within ten (10) school days of the parent or guardian's receipt of the notice; 9.2.4 a statement that, if a due process hearing is requested, the Board, even though less than a quorum, will conduct the hearing; 9.2.5 a statement that the suspension or expulsion is taking effect immediately and will continue for the stated period unless a due process hearing is requested in a timely manner and the Board determines otherwise; 9.2.6 the mailing date of the notice; and 9.2.7 a statement that, if a hearing is not requested within ten (10) school days after receipt of the notice, the Director's decision to suspend or expel the student will be final, and the parent's right to oppose the decision will be waived.

9.3 Hearing Procedures. If a Due Process Hearing is requested in response to the notice sent pursuant to Section 9.2 of this policy, the following procedures shall apply: 9.3.1 After receipt of the request, the School shall schedule a hearing as soon as possible but not later than ten (10) school days following receipt of the request unless the student's parent or guardian agrees otherwise. 9.3.2 A written Hearing Notice shall be sent to the parent or guardian informing the parent or guardian that the Due Process Hearing will be conducted before the Board and of the following information: [a] the date, place, and time of the hearing; [b] the circumstances, evidence, and issues to be discussed at the hearing; [c] the right of all parties to cross-examine witnesses subject to the Board chairman's determination that this right should be limited to protect student witnesses from retaliation, ostracism or reprisal; and [d] the right of all parties to examine all relevant records. 9.3.3 The Board shall conduct the Due Process Hearing on the record and shall: [a] ensure that a written record of the Hearing is made, a copy of which shall be provided to all parties upon request, with the cost borne by the School; [b] consider all relevant evidence presented at the Hearing; [c] allow the right to cross-examination of witnesses, unless the Board chairman determines that this right should be limited to protect student witnesses from ostracism, retaliation or reprisal; [d] allow all parties a fair opportunity to present relevant evidence; and [e] issue a written decision including findings of fact and conclusions.

9.3.4 Hearing Rules. Formal Rules of Evidence do not apply to the Due Process Hearing, and no discovery is permitted. However, the following rules will apply: [a] parties may have access to information contained in the School's files to the extent permitted by law; [b] hearings shall be closed to the press and the public; [c] documents, testimony, or other evidence submitted by the parties after the hearing will not be considered by the Board; and [d] the Board may excuse witnesses or parties or suspend or terminate a hearing if persons involved in the hearing are abusive, disorderly, disruptive, or if they refuse to abide by the rules and orders of the Board.

10. DUE PROCESS FOR CHANGE OF PLACEMENT OF STUDENTS WITH DISABILITIES

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504 or ADA, procedures outlined in the Utah State Board of Education Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

10.1 Required Services 10.1.1 504 and ADA Students. When a determination is made that the conduct of a 504 or ADA student (but not a student who is disabled under IDEA) is not a manifestation of the student's disability pursuant to Section 10.5, the student shall be subject to the same disciplinary consequences as regular education students, up to and including expulsion from School; however, the School must continue to provide education services in accordance with guidelines established by the Utah State Office of Education.

10.1.2 IDEA. A school need not provide services during periods of removal to a student with a disability under IDEA who has been removed from his or her current placement for ten (10) school days or less in that school year if services are not provided to a student without disabilities who has been similarly removed. If a student with a disability under IDEA has been removed from his or her current placement for more than ten (10) school days in the same school year, for the remainder of the removals the School shall provide services to the extent necessary to enable the student to progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals set out in the student's IEP.

10.2 Change of Placement for Weapons, Drugs, or Serious Bodily Injury A student's IEP team may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days, if: 10.2.1 The student carries a weapon to or possesses a weapon at School, on School premises, or to or at a School-sponsored activity; or 10.2.2 The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School, on School premises, or at a School-sponsored activity; or 10.2.3 The student has inflicted serious bodily injury upon another person while at School, on School premises, or at a School-sponsored activity.

10.3 Change of Placement Due to Student's Serious Misconduct School officials may request an expedited due process hearing in order to change the placement of a student with a disability to an appropriate interim alternative educational setting, recommended by the student's IEP team, for not more than forty-five (45) days. A hearing officer may order such a change, if he/she: 10.3.1 Determines that School officials have demonstrated by substantial evidence that maintaining the current placement of a student is substantially likely to result in injury to the student or others; 10.3.2 Considers the appropriateness of the student's current placement; 10.3.3 Considers whether School officials have made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and 10.3.4 Determines that the interim alternative educational setting being recommended by School officials (1) has been selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP: and (2) includes services and modifications designed to address the behavior at issue so that it does not recur.

10.4 Parental Notice As soon as a decision is made by School officials to remove a student with a disability from his/her current placement for more than ten (10) school days, the student's parents must be notified of that decision and of all procedural safeguards outlined by law and School policy.

10.5 IEP Meetings for Manifestation Determination 10.5.1 Immediately, if possible, but in no case later than ten (10) school days after the date on which the decision is made to remove the student from the current placement, a review must be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action. 10.5.2 The manifestation review must be conducted by the student's IEP team and other qualified School personnel. 10.5.3 In conducting the manifestation review, the IEP team may determine that the behavior of the student was not a manifestation of student's disability only if the IEP team: [a] First considers, in terms of behavior subject to disciplinary action, all relevant information, including: (i) Evaluation and diagnostic results, including the

results or other relevant information supplied by the parents of the student; (ii) Observations of the student; and (iii) The student's IEP and placement; and [b] Then determines whether: (i) The conduct in question was caused by or had a direct and substantial relationship to the child's disability; or (ii) The conduct in question was the direct result of the School's failure to implement the student's IEP. 10.5.4 If the IEP team determines that either of the standards above was met, the behavior must be considered a manifestation of the student's disability.

10.5.5 Determination that Behavior was not Manifestation of Disability. If the result of the manifestation review is a determination that the behavior of a student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that a free appropriate public education must still be made available to the student if the student is suspended or expelled from School.

10.5.6 Determination that Behavior was Manifestation of Disability. If the result of the manifestation review is a determination that the behavior of a student with a disability was a manifestation of the student's disability, the student must remain in or be returned to the prior placement.

10.6 IEP Meetings for Functional Behavioral Assessments 10.6.1 Post-Discipline Functional Behavioral Assessments. If School officials have not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the student before the behavior that results in a removal from School for longer than ten (10) school days or a change of placement to an interim alternative educational setting, School officials shall convene an IEP meeting to develop an assessment plan and appropriate behavioral interventions to address that behavior.

10.6.2 Pre-Discipline Behavioral Intervention Plans. If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

10.7 Placement During Appeals and Stay Put 10.7.1 If a parent requests a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student must remain subject to the disciplinary action pending the decision of the hearing officer or until the expiration of the forty-five (45) day period, whichever occurs first, unless the parent and School officials agree otherwise. 10.7.2 If a student is placed in an interim alternative educational setting and School personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the student must remain in the current placement (the student's placement prior to the interim alternative education setting), unless School officials succeed in getting an order through an expedited hearing as described in Section 10.3.

11. ADMINISTRATIVE STUDENT CONDUCT AND DISCIPLINE PLAN

11.1 Elements of Plan The Director will develop, with input from administration, instruction and support staff, students, parents, and other community members, a Student Conduct and Discipline Plan. The plan shall be comprehensive, clearly written, consistently enforced, and include the following elements: 11.1.1 written standards for student behavior expectations, including school and classroom management; 11.1.2 effective instructional practices for teaching student expectations, including: [a] self-discipline; [b] citizenship; [c] civic skills; and [d] social emotional skills; 11.1.3 systematic methods for reinforcement of expected behaviors; 11.1.4 uniform and equitable methods for correction of student behavior; 11.1.5 consistent processes to collect student discipline data and incident or infraction data, including collection of the number of days of student suspensions and data collected from the School's climate survey as described in Rule R277-623; 11.1.6 uniform and equitable methods for at least annual school level data-based evaluations of efficiency and effectiveness; 11.1.7 an ongoing staff development program related to development of: [a] student behavior expectations; [b] effective instructional practices for teaching and reinforcing behavior expectations; [c] effective intervention strategies; and [d] effective strategies for evaluation of the efficiency and effectiveness of interventions;

11.1.8 procedures for ongoing training of appropriate School personnel in: [a] crisis management; [b] emergency safety interventions; and [c] School policies related to emergency safety interventions consistent with evidence-based practice; 11.1.9 policies and procedures relating to the use and abuse of alcohol, controlled substances, electronic cigarette products, and other harmful trends by students; 11.1.10 policies and procedures for responding to possession or use of electronic cigarette products by a student on School property as required by § 53G-8-203(3); 11.1.11 policies and procedures, consistent with requirements of Rule R277-613 and the School's Bullying and Hazing Policy, related to: [a] bullying; [b] cyber-bullying; [c] hazing; [d] retaliation; and [e] abusive conduct;

11.1.12 policies and procedures for the use of emergency safety interventions for all students consistent with evidence-based practices including prohibition of: [a] physical restraint, subject to the requirements of Section R277-609-5, except when the physical restraint is allowed as described in § 53G-8-302(2); [b] prone, or face-down, physical restraint; [c] supine, or face-up, physical restraint; [d] physical restraint that obstructs the airway of a student or adversely affects a student's primary mode of communication; [e] mechanical restraint, except: (i) protective or stabilizing restraints; (ii) restraints required by law, including seatbelts or any other safety equipment when used to secure students during transportation; and (iii) any device used by a law enforcement officer in carrying out law enforcement duties; [f] chemical restraint, except as: (i) prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and (ii) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under state law; [g] seclusionary time out, subject to the requirements of Section R277-609-5, except when a student presents an immediate danger of serious physical harm to self or others; and [h] for a student with a disability, emergency safety interventions written into a student's IEP, as a planned intervention, unless: (i) school personnel, the family, and the IEP team agree less restrictive means have been attempted; (ii) a FBA has been conducted; and (iii) a positive behavior intervention, based on data analysis has been written into the plan and implemented;

11.1.13 direction for dealing with bullying and disruptive students; 11.1.14 direction to determine the range of behaviors and establish the continuum of administrative procedures that may be used by School personnel to address student behavior, including students who engage in disruptive student behaviors as described in § 53G-8-210; 11.1.15 identification, by position, of an individual designated to issue notices of disruptive and bullying student behavior; 11.1.16 identification of individuals who shall receive notices of disruptive and bullying student behavior; 11.1.17 a requirement to provide for documentation of an alleged class B misdemeanor or a nonperson class A misdemeanor before referral of students with an alleged class B misdemeanor or a nonperson class A misdemeanor to juvenile court; 11.1.18 strategies to provide for necessary adult supervision; 11.1.19 a requirement that policies be clearly written and consistently enforced; 11.1.20 notice to employees that violation of Rule R277-609 may result in employee discipline or action; 11.1.21 gang prevention and intervention provisions in accordance with § 53E-3-509(1); and 11.1.22 provisions that account for the School's unique needs or circumstances, including: [a] the role of law enforcement; and [b] emergency medical services; and [c] a provision for publication of notice to parents and School employees of policies by reasonable means; and [d] a plan for referral for a student with a qualifying office to alternative school-related interventions, including: (i) a mobile crisis outreach team, as defined in Section 80-1-102; (ii) a receiving center operated by the Division of Juvenile Justice Services in accordance with Section 80-5-102; (iii) a youth court; or (iv) a comparable restorative justice program. 11.1.23 procedures for responding to reports received through the SafeUT Crisis Line established under § 53B-17-1201 et seq.

11.2 Plan Consistent with this Policy The administrative Student Conduct and Discipline Plan shall be consistent with this policy, including without limitation the provisions in Section 6 regarding notices of disruptive student behavior and the emergency safety intervention policies and procedures set forth in Section 18. It shall also be consistent with the School's Plan for Harassment and Discrimination Free Learning, which shall be developed by the School in accordance with § 53G-8-802 and R277-609.

12. EXTRACURRICULAR ACTIVITIES

Participation in interscholastic athletics and other extracurricular activities is not a constitutionally protected civil right. Therefore, students who are suspended or expelled may lose the privilege of participation during the period of suspension/expulsion and may not be allowed to invoke due process procedures to challenge the denial of extracurricular participation.

13. RE-ADMISSION OF EXPELLED STUDENTS AND DENIAL OF ADMISSION BASED ON PRIOR EXPULSION – Utah Code Ann. § 53G-8-205

A student who is expelled from the School can only be re-admitted to the School through the School's standard lottery procedures.

A student may be denied admission to the School if he or she was expelled from the School or any other school during the preceding 12 months.

14. INVESTIGATIONS

Whenever the Director has reason to believe that School rules or policies have been broken, he or she shall proceed with an investigation. However, if the Director believes that laws have been broken or child abuse has occurred, he/she shall request appropriate authorities to conduct the investigation.

14.1 General Investigation Guidelines for Director The Director has the authority and duty to conduct investigations and to question students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. The Director shall conduct investigations according to the following general guidelines: 14.1.1 The Director shall conduct investigations in a way that does not unduly interfere with School activities. 14.1.2 The Director shall separate witnesses and offenders in an attempt to keep witnesses from collaborating their statements and have all parties provide separate statements concerning the incident under investigation; written statements are preferable, if possible. 14.1.3 The Director shall advise students suspected of wrongdoing orally or in writing of the nature of the alleged offense. 14.1.4 Students must be provided an opportunity to give their version of the incident under investigation; however, refusals to respond or provide information should be respected. 14.1.5 When questioning students as part of an investigation, School staff should have another adult present whenever possible. 14.1.6 The Director shall accommodate students with disabilities and young children unable to write their own statements through use of tape recorders, scribes, etc. 14.1.7 All students involved in the investigation shall be instructed that retaliation is prohibited. Any act of reprisal against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing is strictly prohibited and subject to disciplinary action. 14.1.8 When the investigation is completed and if it is determined that disciplinary action may be in order, due process requirements must be met. Specifically, the student must be given proper notice of the charges against him/her and the disciplinary action being recommended, as well as a fair opportunity to present his or her version of the facts.

14.2 Coordination with Law Enforcement The Director has the responsibility and the authority to determine when the help of law enforcement officers is necessary, as outlined in this policy and Utah State law. 14.2.1 The School administration may invite law enforcement officials to the School to: [a] conduct an investigation of alleged criminal conduct on the School premises or during a School-sponsored activity; [b] maintain a safe and orderly educational environment; or [c] maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property.

14.2.2 Investigation of Criminal Conduct. During an investigation for violation of School rules, it may become evident that the incident under investigation may also be a violation of criminal law. If the School official has reason to suspect that a criminal act has been committed and, in the opinion of the Director, law enforcement should be notified, the following procedure should be followed: [a] The Director shall request that law enforcement officers

conduct an investigation during school hours and question students who are potential witnesses to the alleged criminal behavior. [b] The School official shall inform the student's parent or legal guardian as soon as possible that the student may have committed a criminal act and that law enforcement authorities will be involved in the investigation. [c] Unless circumstances dictate otherwise, questioning of the student by School officials shall not begin or continue until the law enforcement officers arrive. [d] Reasonable attempts shall be made to contact the student's parents or legal guardian who, unless an emergency exists, shall be given the opportunity to meet with the student and to be present with the student during questioning by law enforcement authorities. [e] The Director shall document the contact or attempted contact with the student's parents or legal guardian. If the Director cannot contact the student's parent or guardian, or if the parent or guardian is unable to be present with the student for questioning, the Director shall be present and document generally what occurs during the interview. [f] The student shall not be questioned by law enforcement unless or until he/she has received Miranda warnings from the officer. [g] If the parent or student refuses to consent to questioning by law enforcement authorities, the law enforcement authorities shall determine the course of action to be pursued.

14.2.3 Investigation Initiated by Law Enforcement Authorities. School officials shall cooperate with law enforcement authorities who are carrying out official duties such as investigating crimes, serving subpoenas, etc. [a] When law enforcement officers can show a need to do so, they shall be permitted to conduct an investigation on School grounds during School hours. [b] Such a need will ordinarily be shown if delay in police investigation might result in danger to a person, flight from jurisdiction by a person reasonably suspected of a crime, or destruction of evidence. In such cases: (i) The officers shall be required to get prior approval of the Director or other designated person before beginning an investigation on School premises. (ii) The Director shall document the circumstances warranting the investigation as soon as practical. (iii) Alleged criminal behavior related to the School environment brought to the Director's attention by law enforcement officers shall be dealt with under the provisions of Section 14.1. (iv) Law enforcement officials (investigating School-related or student-related crimes) may not have access to student education records, aside from directory information, unless they have a subpoena or court order or permission from parent or guardian. (v) Directory information is limited to a student's name, home address, date of birth, phone number, class schedules and parents' address and phone numbers for use in case of emergency.

14.2.4 Release of Student to Law Enforcement Official. [a] Students may not be released to law enforcement authorities voluntarily by School officials unless the student has been placed under arrest or unless the parent or legal guardian and the student agree to the release. [b] When students are removed from School for any reason by law enforcement authorities, every reasonable effort shall be made to contact the student's parent or legal guardian immediately except in cases of child abuse and neglect. Such effort shall be documented. [c] The Director shall immediately notify the Board of the removal of a student from School by law enforcement authorities. [d] Where it is necessary to take a student into custody on School premises, the law enforcement officer shall contact the Director and relate the circumstances necessitating such action. [e] Whenever the need arises to make arrests or take students into custody on School premises, the Director shall make reasonable efforts to consult and confer with the law enforcement officers as to how an arrest is to be made. [f] When possible, the Director shall have the student summoned to the Director's office before the student is taken into custody. [g] When a student has been taken into custody or arrested on School premises without prior notification to the Director, the School staff present shall encourage the law enforcement officers to tell the Director of the circumstances as quickly as possible. If the officers decline to tell the Director, the School staff members present shall immediately notify the Director.

14.2.5 Quelling Disturbances of School Environment. Law enforcement officers may be requested to assist in controlling disturbances of the School environment that a Director has found to be unmanageable by School personnel and that has the potential of causing harm to students and other persons or to property. Such circumstances include situations where a parent or member of the public exhibits undesirable or illegal conduct on or

near School grounds or at a School-sponsored activity and who refuse to abide by a Director's directive to leave the premises.

15. INVESTIGATION OF CHILD ABUSE AND NEGLECT

Utah law requires that whenever any person, including any School employee, has reason to believe that a child has been subjected to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, he/she shall immediately notify the nearest peace officer, law enforcement agency, or office of the Division of Child and Family Services.

15.1 The School shall distribute annually to all School employees copies of the School's procedures for reporting suspected child abuse or neglect.

15.2 If there is reason to believe that a child may have been subjected to abuse or neglect, an oral report shall be made immediately by the School employee reporting the abuse/neglect with a written report to follow within twenty-four (24) hours. 15.2.1 When making the oral report, always have the person you notify identify himself/herself. The notified person's name shall be entered on the written report. 15.2.2 A copy of the written report shall be put in a child abuse-neglect file to be maintained by the Director, for all reported cases of suspected child abuse or neglect. 15.2.3 The child abuse-neglect reporting form shall not be placed in the student's personal file.

15.3 It is not the responsibility of the Director or other School employees to prove that the child has been abused or neglected, or to determine whether the child is in need of protection. 15.3.1 Investigation by staff prior to submitting a report shall not go beyond that necessary to support a reasonable belief that a reportable problem exists. 15.3.2 To determine whether or not there is reason to believe that abuse or neglect has occurred, professional School employees may (but are not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists. 15.3.3 Interviews with the child or suspected abuser shall not be conducted by the Director or School employees. 15.3.4 Notes of voluntary or spontaneous statements by the child shall be made and given to the investigating agency. 15.3.5 The Director, School employees, Division of Child and Family Services and law enforcement personnel are required to preserve the anonymity of those making the initial report and any others involved in the subsequent investigation. 15.3.6 Investigations are the responsibility of the Division of Child and Family Services. [a] The Director or other School employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect. [b] School officials shall cooperate with social service and law enforcement agency employees authorized to investigate reports of alleged child abuse and neglect, assisting as asked as members of interdisciplinary child protection teams in providing protective diagnostic, assessment, treatment, and coordination services. 15.3.7 Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune, in accordance with state law, from any civil or criminal liability that otherwise might arise from those actions.

16. SEARCHES OF PERSON OR PROPERTY

Given the School's custodial and tutelary responsibility for children, and the Board's intent to preserve a safe environment for all students and staff, the Board recognizes that School officials must have the authority to conduct reasonable searches of students and student property. School officials engaging in searches of students and property shall abide by the following guidelines:

16.1 General Guidelines for Searches of Person or Property 16.1.1 Student Lockers. Students have no right or expectation of privacy in school lockers. While lockers are under the joint control of students and the School, lockers are solely School property and may be searched at any time by School officials with or without cause. Once a locker is opened for search, any search of student belongings contained within the locker must comply with the guidelines for searches of personal belongings in Section 16.2 of this policy.

16.1.2 Searches of Students and Student Property. Searches of a student's person, personal property (coats, hats, backpacks, bookbags, purses, wallets, notebooks, gym bags, etc.) may be conducted whenever the student's conduct creates a reasonable suspicion that a particular School rule or law has been violated and that the search is reasonably related to the suspicion and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Circumstances warranting a search include those in which School officials have a reasonable suspicion that the student or student property is concealing items including but not limited to weapons, drugs, controlled substances, electronic cigarette products, alcohol, tobacco, unsafe contraband, pornography, pagers or lost/stolen/misplaced items.

16.2 Searches of Personal Belongings 16.2.1 Personal belongings may be searched by School officials whenever School officials have a reasonable suspicion to believe a student is concealing evidence of a policy violation or criminal activity and the items being searched are capable of concealing such evidence. The student may be asked to open personal belongings and to turn over personal property for search by a School official. All searches of student property by School officials shall be witnessed by an objective third party (such as another teacher, or police officer) to observe that the search is not excessively intrusive.

16.2.2 All contraband discovered in a search by School officials shall be immediately confiscated and turned over to law enforcement officers if School officials have reason to believe the contraband is related to the commission of a criminal act.

16.3 Searches of Person 16.3.1 School officials shall make sure the search meets the following guidelines: [a] The search shall be conducted in a private area of the School by a School official of the same sex as the student being searched; [b] The search shall be observed by an objective third party of the same sex as the student being searched (i.e., Director, teacher, police officer); [c] School officials may ask the student to remove his/her hat, coat, shoes and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband; [d] Under no circumstances may School officials require students to remove any other items of clothing or touch students in any way during the search. [e] If this limited search does not turn up suspected contraband and School officials have reasonable suspicion that the student is concealing contraband in his/her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants or underwear), law enforcement officers shall be summoned immediately to conduct further search and investigation. [f] In general, all questioning and searching of students conducted by law enforcement officers shall proceed according to the investigation guidelines in Section 14 of this policy.

16.4 Documentation of Searches School officials shall thoroughly document the details of any search conducted of a student's property or person. Documentation shall be made at the time of the search, or as soon as possible thereafter, and shall include the following: 16.4.1 The time, place and date of the search; 16.4.2 The reasonable suspicion giving rise to the search (what did School officials suspect to find during the search); 16.4.3 The name and title of individuals conducting and observing the search; 16.4.4 A statement about evidence that was found or not found as a result of the search; 16.4.5 A statement about who took possession of contraband (i.e., police, school, etc.); 16.4.6 Information regarding the attempts of School officials to notify parents about the search.

17. RECORDS—INTERAGENCY COLLABORATION – 20 U.S.C. § 1232g(h)(i)-(2); Utah Code Ann. § 53G-8-402-405

17.1 Requirements After Receiving Notification from Juvenile Court and/or Law Enforcement Agencies of a Student's Serious Offense or Sexual Crime. 17.1.1 If the President of the Board is notified by the juvenile court that a current or former student of the School has been adjudicated for a serious offense or sexual crime or is notified by a law enforcement agency that a current or former student of the School has been taken into custody or detention for a serious offense or sexual crime, the President of the Board shall notify the Director within three (3) days of receiving the notification. "Serious offense" is defined in Utah Code Ann. § 80-6-103 and means the following: a violent felony

as defined in § 76-3-203.5; an offense that is a violation of Title 76, Chapter 6, Part 4, Theft, and the property stolen is a firearm; or an offense in violation of Title 76, Chapter 10, Part 5 Weapons. “Sexual crime” or “sexual misconduct” means any conduct described in Title 76, Chapter 5, Part 4, Sexual Offenses; Title 76 Chapter 5b, Sexual Exploitation Act; § 76-7-102, incest; § 76-9-702, lewdness; and § 76-9-702.1, sexual battery.

17.1.2 Upon receipt of the information about a student's serious offense (whether from the President of the Board or directly from the juvenile court or law enforcement agency), the Director shall make a notation in a secure file other than the student's permanent file. Beginning no later than July 1, 2025, the School shall digitally maintain the secure file or, if available, the student's related reintegration plan described below, for one year from the day the notice is received and ensure the secure file follows the student if the student transfers to a different school.

17.1.3 Upon receipt of the information about a student's serious offense or sexual crime (whether from the President of the Board or directly from the juvenile court or law enforcement agency), the Director shall, if the student is still enrolled in the School, notify staff members who, in the Director's opinion, should know of the adjudication, arrest, or detention. Staff members receiving information about a juvenile's adjudication, arrest or detention may only disclose the information to other persons having both a right and a current need to know.

17.2 Multidisciplinary Team and Reintegration Plan 17.2.1 In addition to complying with the requirements above, the School shall, within five (5) days after receiving a notification described in Section 17.1.1 about a student, or within a reasonable time after otherwise being notified of a student committing a serious offense or sexual crime, develop a reintegration plan for the student with a multidisciplinary team, the student, and the student's parent or guardian. The multidisciplinary team should include the School, the juvenile court, the Division of Juvenile Justice and Youth Services, the School's Safety and Security Specialist, the School's Safety and Security Director, the School's Resource Officer (if any), and any other relevant party that should be involved in a reintegration plan.

17.2.2 The reintegration plan shall address: [a] a behavioral intervention for the student; [b] a short-term mental health or counseling service for the student; [c] an academic intervention for the student; and [d] if the serious offense or sexual crime was directed at a School employee or another student within the School, notification of the reintegration plan to that School employee or student and the student's parent.

17.2.3 The School may deny admission to the student until the School completes the reintegration plan.

17.2.4 The School's Resource Officer (if any) shall provide input for the School to consider regarding the safety risks a student may pose upon integration. The School shall also notify its Resource Officer (if any) of any student who is on probation.

17.2.5 The School shall not reintegrate a student when: [a] a student or staff member of the School has a protective order against the student being reintegrated; or [b] a student or staff member of the School is a victim of the serious offense or sexual crime committed by the student being reintegrated.

17.2.6 A reintegration plan under this section is classified as a protected record under Utah Code Ann. § 63G-2-305. All other records of disclosures under this section are governed by the Government Records Access and Management Act and the Family Educational Rights and Privacy Act (“FERPA”).

17.3 Students Committing a Serious Offense or Sexual Crime are Subject to Suspension or Expulsion Students who commit a serious offense or sexual crime, whether on or off School property, are subject to the suspension and expulsion provisions of this policy.

17.4 Student Discipline Records/Education Records School officials may include appropriate information in the education record of any student concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

17.4.1 Disclosure of Discipline Records to Other Educators. School officials may disclose student discipline information described above to teachers and other School officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

17.4.2 Disclosure of Discipline Records to Other Agencies. School officials shall not release personally identifiable student discipline records to other government agencies, including law enforcement agencies, unless the agency produces a subpoena or court order (need for standing court order from juvenile court), the student's parent or guardian has authorized disclosure, or a FERPA exception applies.

18. EMERGENCY SAFETY INTERVENTIONS

A School employee may not subject a student to physical restraint or seclusionary time out unless utilized as a necessary emergency safety intervention (“ESI”) in compliance with this Section.

18.1 Definitions

18.1.1 An “ESI” is the use of seclusionary time out or physical restraint when a student presents an immediate/imminent danger of physical violence/aggression towards self or others likely to cause serious physical harm. An ESI is not for disciplinary purposes.

18.1.2 “Physical restraint” means a personal restriction that immobilizes or significantly reduces the ability of a student to move his or her arms, legs, body, or head freely.

18.1.3 “Physical escort” means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.

18.1.4 “Seclusionary time out” means that a student is placed in a safe enclosed area, isolated from adults and peers, and the student is, or reasonably believes, he or she will be prevented from leaving the area. The safe enclosed area must meet the fire and public safety requirements described in R392-200 and R710-4.

18.1.5 As of the adoption date of this policy, the School does not maintain a designated room or space for seclusionary time out. If the School designates a room or area for seclusionary time out in the future, that space must first meet minimum physical and safety standards for size, ceiling height, construction materials, structural integrity, lighting, and ventilation, and must be equipped with audio and video recording capability that records all activities during seclusion. The Director shall evaluate any proposed seclusion space against these standards before it is used and shall not use any space for seclusionary time out that does not comply.

18.2 General Procedures

18.2.1 Teachers and other personnel who may work directly with students shall be trained on the use of effective alternatives to ESI as well as the safe use of ESI and a release criteria.

18.2.2 An ESI shall: [a] be applied for the minimum time necessary to ensure safety; [b] implement an appropriate release criteria; [c] be discontinued as soon as imminent danger of physical harm to self or others has dissipated; [d] be discontinued if the student is in severe distress; [e] never be used as punishment or discipline; [f] be applied consistent with the School's administrative Student Conduct and Discipline Plan; and [g] in no instance be imposed for more than 30 minutes.

18.3 Students with Disabilities Receiving Special Education Services

18.3.1 Use of ESI for a student with a disability receiving specialized educational services under IDEA or Section 504 shall be subject to all applicable state and federal laws, including Least Restrictive Behavioral Interventions (LRBI) policies and procedures for special education/504 programs.

18.3.2 Additionally, ESIs written into a student's IEP as a planned intervention are prohibited unless school personnel, the family, and the IEP team agree less restrictive means which meet the circumstances described in R277-608-5 have been attempted; a Functional Behavioral Assessment has been conducted; and a positive behavior intervention plan based on data analysis has been written into the plan and implemented.

18.4 Physical Restraint

18.4.1 A School employee may, in accordance with Section 18.2.2 and when acting within the scope of employment, use and apply physical restraint as an ESI in self defense or as may be reasonable and necessary under the following circumstances: [a] to protect the student or another person from physical injury; [b] to remove from a situation a student who is violent; [c] to take possession of a weapon or other dangerous object in the possession or under the control of a student; or [d] to protect property from being damaged, when physical safety is at risk.

18.4.2 When an employee exercises physical restraint as an ESI on a student, the following types of physical restraint are prohibited: [a] prone, or face-down; [b] supine, or face-up; [c] physical restraint which obstructs the airway or adversely affects the student's primary mode of communication; [d] mechanical restraint, except for seatbelts or safety equipment used to secure students during transportation, other appropriate protective or stabilizing restraints, and devices used by a law enforcement officer in carrying out law enforcement duties; or [e] chemical restraint, except as prescribed by a licensed physician and implemented in compliance with a student's Health Care Plan.

18.4.3 Nothing in this Section prohibits a School employee from using less intrusive means, including a physical escort, to address circumstances described in Section 18.4.1.

18.5 Seclusionary Time Out A School employee may, in accordance with Section 18.2.2 and when acting within the scope of employment, place a student in seclusionary time out as an ESI under the following circumstances: 18.5.1 the student presents an immediate danger of serious physical harm to self or others; 18.5.2 any door remains unlocked consistent with applicable fire and public safety requirements; and 18.5.3 the student is within line sight of the employee at all times.

18.6 Notification

18.6.1 If an ESI is used, the School or employee shall immediately notify the student's parent/guardian and School administration before the student leaves the School.

18.6.2 In addition to providing the notice described in Section 18.6.1, if the ESI is applied for longer than fifteen minutes, the School shall immediately notify the student's parent/guardian and School administration.

18.6.3 Parent notifications made under this Section shall be documented in the student information system as required by R277-609-10(3)(d)).

18.6.4 Within 24 hours of using ESI, the School shall notify the parent/guardian that they may request a copy of any notes or additional documentation taken during the crisis situation.

18.6.5 Upon request of a parent/guardian, the School shall provide a copy of any notes or additional documentation taken during a crisis situation.

18.6.6 A parent/guardian may request a time to meet with School staff and administration to discuss the crisis situation.

18.7 Emergency Safety Intervention (ESI) Committee

18.7.1 The School shall establish an ESI committee that includes: [a] at least two administrators (if there are at least two administrators employed by the School); [b] at least one parent of a student enrolled in the School, appointed by

the School's Director; and [c] at least two certified educational professionals with behavior training and knowledge in both state rules and the School's conduct and discipline policies.

18.7.2 The ESI committee shall: [a] meet often enough to monitor the use of ESI within the School; [b] determine and recommend professional development needs; [c] develop policies for dispute resolution processes to address concerns regarding disciplinary actions; and [d] ensure that each emergency incident where a School employee uses an ESI is documented in the School's student information system and reported to the State Superintendent of Schools through UTREx.

18.7.3 The School shall collect, maintain, and periodically review the documentation or records regarding the use of ESI in the School.

18.7.4 The School shall annually provide documentation of any School use of ESI to the State Superintendent of Schools.

18.7.5 The School shall submit all required UTREx discipline incident data elements to the State Superintendent of Schools as required by law. The School shall submit all required UTREx discipline incident data elements as part of the LEA's daily UTREx submission.

18.7.6 The School shall submit a compliance report to the Utah State Board of Education by December 31, 2026, and annually thereafter as required by law, identifying the location of each seclusion space used by the School and its compliance status with the physical standards described in Section 18.1.5, or confirming that the School does not maintain any such space. For any space found not to be in compliance, the report shall include a remediation timeline. The Director shall notify the Board of Directors of the results of this evaluation and shall present a corrective action plan to the Board for any space found not to be in compliance.

Rationale — S.B. 181, School Discipline Amendments – Seclusion Rooms (2026 Gen. Session)

S.B. 181 establishes minimum physical and safety standards for any seclusion room a school chooses to maintain (size, lighting, ventilation, and required audio/video recording), and requires a compliance report to USBE by December 31, 2026. Bridge Elementary confirmed it does not currently maintain a designated seclusion space, so Section 18.1.5 is written to apply prospectively -- if the School designates a space in the future, it must first meet these standards. The School's existing 30-minute cap on emergency safety interventions (Section 18.2.2(g)) already satisfies the law's time-limit requirement and needs no change.

18.8 Corporal Punishment School employees may not inflict or cause the infliction of corporal punishment upon a student. School personnel who inflict corporal punishment on a student will be subject to discipline up to and including termination.

19. TRAINING

19.1 All new employees shall receive information about this policy and the administrative Student Conduct and Discipline Plan at new employee orientation. All other employees shall be provided information on a regular basis regarding this policy, the Student Conduct and Discipline Plan, and the School's commitment to a safe and orderly school environment.

19.2 Employees who have specific responsibilities for investigating, addressing, and resolving issues addressed in the policy shall receive annual training on this policy and related legal developments.

19.3 The Director shall be responsible for informing students, parents, and staff of the terms of this policy and the Student Conduct and Discipline Plan, including the procedures outlined for investigation and resolution of violations.

20. POLICY AND PLAN DISSEMINATION AND REVIEW

20.1 The School shall compile an annual report of all out-of-school suspensions and expulsions and submit it to the Board. For each suspension or expulsion, the report shall indicate the student's race, gender, disability status, and age/grade, as well as the reason for the discipline, the length of the discipline, and a statement as to whether the student was referred to the Board.

20.2 A summary of this policy and the Student Conduct and Discipline Plan shall be posted in the School, and the policy and plan will be posted on the School's website. The policy or a summary of the policy and the plan or summary of the plan shall also be published in student registration materials, student and employee handbooks, and other appropriate school publications as directed by the Board.

20.3 This policy and the plan shall be reviewed as necessary with appropriate revisions recommended to the Board.

Bridge Elementary

Paid Time Off (PTO) Policy

2026–2027 School Year

Purpose

Bridge Elementary recognizes that employees may occasionally need time away from work for personal illness, medical appointments, family needs, or other personal matters. Because Bridge Elementary builds its annual school calendar with regular breaks throughout the year, employees are encouraged to schedule vacations and personal travel during these designated school breaks whenever possible to minimize disruptions to student learning.

At Bridge Elementary, we also recognize that one of the greatest strengths of our school is the meaningful relationships our staff build with students. Students thrive when they experience consistency, stability, and the daily presence of trusted adults. Regular attendance by employees helps create a safe, predictable learning environment where students feel secure, supported, and excited to come to school each day. While we fully support employees in using their earned PTO when needed, we encourage everyone to thoughtfully plan time away whenever possible so that continuity of instruction and strong student relationships remain a priority.

Annual PTO

Full-time (40 hour a week) employees are eligible to receive **eighty (80) hours** of Paid Time Off (PTO) each school year.

PTO may be used for:

- Personal illness
- Medical appointments
- Family needs
- Personal business
- Vacation (when approved)

Employees are responsible for entering leave into the Employee Portal for approval.

Requesting PTO

All planned PTO requests must be submitted through the Employee Portal.

Whenever possible, planned PTO requests must be submitted at least **two (2) weeks** in advance.

Employees must:

- Submit the PTO request through the Employee Portal.
- Obtain approval from their direct supervisor before making travel or personal arrangements.
- Ensure adequate coverage is available.

Failure to provide at least two weeks' notice for a planned absence may result in the absence being charged as **double PTO**, unless otherwise approved by administration due to extenuating circumstances.

Unexpected Illness or Emergency Absences

If an employee is unable to report to work due to illness or an emergency, the employee must:

- Notify their team, supervisor and the school secretary no later than **7:00 a.m.**
- Submit the PTO request through the Employee Portal as soon as reasonably possible.
- Arrange for substitute plans, if applicable.

Arriving Late or Leaving Early

Employees who arrive late to work or leave before the end of their contracted workday must use available PTO for the missed time.

Employees must check in and check out with their direct supervisor whenever arriving late or leaving early.

Employees leaving campus for doctor, dental, or other medical appointments during the workday must also check in and check out with their supervisor.

Substitute Expectations

Maintaining continuity of instruction is a professional responsibility.

Every classroom teacher is required to maintain:

- Detailed substitute lesson plans for planned absences.
- An Emergency Substitute Bin in an easily accessible location within the classroom.

At a minimum, the Emergency Substitute Bin must include:

- Current class roster
- Seating chart
- Daily schedule
- Emergency lesson plans
- Emergency procedures
- Classroom routines and expectations
- Student medical alerts or accommodations, when appropriate
- Important contact information

Administration may periodically review substitute materials to ensure they remain current.

PTO Payout and Rollover

Full-time (40 hour a week) employees receive **eighty (80) hours** of PTO each school year.

Unused PTO will be handled in one of the following ways at the end of each school year:

- Eligible unused PTO will be paid out at a rate of **\$25.00 per unused hour**. PTO payouts will be processed no later than **June 30** following the close of the school year.
- Employees may request to roll over up to **thirty (30) hours** of unused PTO into the following school year. Rollover requests require administrative approval.

An employee may accumulate a maximum of **one hundred twenty (120) hours** of PTO at any given time, including the current school year's PTO allotment.

Employees who experience extenuating circumstances may submit a written request to roll over PTO beyond the standard **30-hour rollover limit** or the **120-hour maximum accumulation limit**. Any exception must receive written approval from the Executive Director.

Blackout Dates

To ensure continuity of instruction and the efficient operation of the school, PTO requests will not be approved during the following blackout periods except as required by law or approved by the Executive Director:

- The first two weeks of the school year.
- The last week of the school year.
- The workday immediately before or after any scheduled school holiday or break.
- Mandatory Professional Development Days

Illness During Blackout Dates

Employees who become ill during a blackout period must provide a doctor's note verifying the illness.

If a doctor's note is not provided, the absence will be charged as **double PTO**.

Employees who choose to take time off during a blackout period for reasons other than a documented illness will also be charged **double PTO**.

Double PTO

Double PTO may be charged for:

- Planned leave requested without the required two-week notice, unless otherwise approved due to extenuating circumstances.
 - Absences during blackout periods without the required medical documentation.
 - Other unapproved absences as determined by administration.
-

Exhaustion of PTO

Once an employee has exhausted all available PTO, additional leave requests will not be approved unless otherwise required by law.

Additional absences after PTO has been exhausted will be deducted from the employee's paycheck at the employee's daily rate of pay.

Excessive unpaid absences may negatively impact continued employment with Bridge Elementary.

Employees experiencing a qualifying medical or family emergency may be eligible for leave under the Family and Medical Leave Act (FMLA) or other applicable laws. Employees who believe they may qualify should contact administration as soon as possible.

Paid Parental Leave

Bridge Elementary provides paid parental leave in accordance with applicable Utah law. Eligible employees who have completed at least one (1) year of continuous employment will receive paid maternity, postpartum recovery, paternity, adoption, or foster leave benefits consistent with Utah law.

Employees should notify administration as early as possible when planning for parental leave.

Administration of this Policy

The Executive Director is responsible for the interpretation and administration of this policy and may approve reasonable exceptions when extenuating circumstances exist, provided such

exceptions are consistent with applicable federal and Utah law and the operational needs of Bridge Elementary.

Bridge Elementary reserves the right to revise or amend this policy at any time to ensure compliance with applicable laws and to support the effective operation of the school.



Bullying, Cyber-Bullying, Hazing, and Retaliation Policy

DRAFT — REDLINE FOR BOARD REVIEW

Adopted: September 18, 2019

Revised: October 15, 2024

Notice, Not a Corrective Action Plan

This document identifies provisions of Utah Administrative Rule R277-613 (effective October 8, 2025) that do not appear to be addressed in the School's current Bullying and Hazing Policy (adopted September 18, 2019; revised October 15, 2024), which predates this version of the rule. It is provided solely to notify the School and Board of these gaps and to propose language closing them. It is not a Corrective Action Plan, does not represent a final determination of noncompliance, and does not substitute for any Corrective Action Plan the Utah State Board of Education may separately require the School to submit.

Legend: ~~Strikethrough red text~~ = deletion. Underlined blue text = insertion. Plain black text = unchanged existing language, shown for context.

Policy

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

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 a sexually explicit image or a nonconsensual intimate image of another student or School employee.](#)

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.

Rationale — R277-613-4(1)(a)(vii) (eff. Oct. 8, 2025)

The current rule requires an LEA's policy to prohibit the creation or distribution of sexually explicit or nonconsensual intimate images, a prohibition added since the School's policy was last revised in October 2024. This insertion closes that gap.

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).

LEA Designee – For purposes of this policy, “LEA Designee” means the individual designated under this policy who provides training to School designees who investigate allegations under this policy, oversees implementation of any action plan, monitors implementation of the communication plan required for each action plan, assists with school

case-specific needs, and acts as the School's liaison to the Utah State Board of Education regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation.

School Designee – For purposes of this policy, “School Designee” means the school administrator or designee assigned to receive and investigate allegations of bullying, cyber-bullying, hazing, retaliation, and abusive conduct, notify parents and persons involved, and oversee action plans.

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.

Rationale — R277-613-2(10), (16) (eff. Oct. 8, 2025)

The current rule separately defines an “LEA Designee” (LEA-level role: training, action-plan oversight, USBE liaison) and a “School Designee” (school-level role: receiving and investigating allegations). The School's existing policy performs these functions through the Director but does not name the two roles as the rule now defines them. These definitions, paired with the designation later in this policy, close that gap.

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.

Designation of School Designee and LEA Designee. The Director is designated as the School's School Designee and LEA Designee for purposes of this policy and R277-613. As LEA Designee, the Director shall: (1) provide training to any individual, including the Director when acting as School Designee, who investigates allegations under this policy; (2) oversee the implementation of the action plan for each verified incident; (3) monitor implementation of the communication plan required for each action plan; (4) act as the School's liaison to the Utah State Board of Education regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation; and (5) assist with case-specific needs as they arise. The Director may designate another qualified School employee to serve as School Designee for a particular investigation where appropriate.

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 an incident of bullying, cyber-bullying, hazing, or retaliation to law enforcement when the Director reasonably determines that the incident may involve: (1) a criminal offense against a person; (2) a credible threat of violence; (3) an offense involving a weapon, drug, or controlled substance; or (4) any other conduct that, in the Director's reasonable judgment, warrants law enforcement involvement under the circumstances. The School will investigate and report an incident of bullying, cyber-bullying, retaliation, or abusive conduct as a civil rights violation when the incident is alleged to be motivated by a student's or employee's actual or perceived membership in a federally protected class, consistent with the School's obligations under Title VI, Title IX, Section 504, and Title II of the ADA.

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.

Rationale — R277-613-5(1)(c), (5), (6) (eff. Oct. 8, 2025)

The current rule requires the School to designate an LEA Designee with specific enumerated duties (training, action-plan oversight, communication-plan monitoring, USBE liaison, case-specific assistance) and to adopt a policy outlining the specific circumstances under which incidents will be reported to law enforcement or investigated and reported as civil rights violations. The School's existing policy performs these functions informally through the Director but does not name the role or outline these circumstances as specifically as the current rule requires. These insertions close that gap.

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 shall also include information on (6) safe digital citizenship, as defined in Utah Code § 53G-7-1202(1)(a).

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.

Rationale — R277-613-4(6)(b)(i)(F) (eff. Oct. 8, 2025)

The current rule adds “safe digital citizenship,” as defined in Utah Code § 53G-7-1202(1)(a), to the required training content. This was not part of the training content list in the School's policy as last revised.

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.

Policy Review. The Director shall review this policy regularly, with input from stakeholders, including students, parents or guardians, School employees, and community members, and shall recommend to the Board any updates needed to keep this policy current with applicable law.

Rationale — R277-613-4(1)(e) (eff. Oct. 8, 2025)

The current rule requires an LEA to review its bullying policy regularly with stakeholder input. The School's existing policy does not include a review provision; this insertion adds one.

Annual Reporting to the Utah State Board of Education

Annually, the Director shall report the following to the Utah State Board of Education, in accordance with the state board's submission requirements:

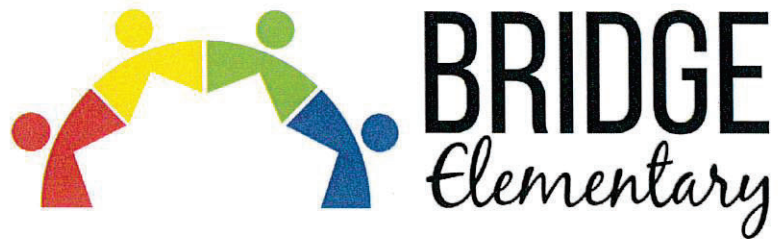
- (1) this policy, including the School's implementation of the annual signed statement requirement described above;
- (2) the School's training of School employees relating to bullying, cyber-bullying, hazing, and retaliation;
- (3) the demographics of an individual student who is subject to student bullying, hazing, cyber-bullying, or retaliation, subject to Utah Code Title 53E, Chapter 9, Part 2 (Student Privacy); Utah Code Title 53E, Chapter 9, Part 3 (Student Data Protection); the Family Educational Rights and Privacy Act, 20 U.S.C. Sec. 1232g; and 34 C.F.R. Part 99; and
- (4) other information related to Utah Code Title 53G, Chapter 9, Part 6, as determined by the Utah State Board of Education.

The School shall submit this report in the form and by the deadline established by the Utah State Board of Education, and shall separately satisfy any applicable federal civil rights reporting obligations under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

Rationale — Utah Code § 53G-9-606(2) (eff. May 7, 2025); R277-613-5(12)

Section 53G-9-606(2), as amended by Chapter 343 of the 2025 General Session, requires the Utah State Board of Education to have each LEA governing board report annually on its policy and signed-statement implementation, its employee training, student demographic data (subject to state and federal student privacy law), and other information the state board determines. The four items above track that statutory list. Federal civil rights reporting is addressed separately, since it arises under federal law rather than this section. No annual reporting provision was found in the School's current policy. Because this obligation runs to USBE directly, it should be treated as a priority item for the School to confirm and, if not already occurring, implement promptly, independent of when the Board formally adopts this redline. The specific submission format and deadline should be confirmed against USBE's current submission requirements.

Note: All other provisions of this policy are unchanged and are reproduced above in full for context.



Below are the tentative Bridge Elementary Board Meeting dates for the 2026/2027 school year. Meetings are tentatively scheduled for the third Tuesday monthly at 5:00 pm and will continue as long as business requires. These dates are subject to change and additional meetings may take place. All meetings will be posted on the Utah Public Meeting Notice website at least twenty-four hours in advance. All meetings are virtual, through zoom.

18-Aug 2026

15-Sep 2026

17-Nov 2026

19-Jan2027

16-Mar 2027

18-May 2027

22-Jun 2027