



Learning through the Arts

Board Meeting Packet

The purpose of Syracuse Arts Academy is to develop respectful, confident citizens in a solid educational environment enriched by artistic expression.

June 17, 2022

Syracuse Arts Academy Board Meeting Agenda Friday, June 17, 2022

Location: Academica West, 290 N Flint Street, Kaysville, UT 84037



NOTE: It is possible that the SAA Board of Directors may be utilizing an electronic meeting component with one or more of their members.

The purpose of Syracuse Arts Academy is to develop respectful, confident citizens in a solid educational environment enriched by artistic expression.

Agenda

2021-2022 School Priorities

Schoolwide Unity, Cooperation & Collaboration

Expansion of Arts Integration

Maximize All Data Sources to Improve Student Instruction and Performance

ANNUAL BOARD MEETING

9:00 AM – Call to Order

- Welcome by Bryan DeGrange
- “Traditions” – The SAA Way
 - School Vision – Jeff Marchant
 - Storytelling – Becky Okey

PUBLIC COMMENT (Comments will be limited to 3 minutes each)

CONSENT ITEMS

- [May 5, 2022 Electronic Board Meeting Minutes](#)

VOTING ITEMS

- [Amended 2022-2023 School Calendar](#) – Dale Pfister
- [Sex Ed Instruction Committee Membership](#) – Dale Pfister
- [Amended Dress Code Policy](#) – Dale Pfister
- [Amended Electronic Resources Policy](#) – Dale Pfister
- [Re-Approve Parent & Family Engagement Policy](#) – Dale Pfister
- Summer Purchasing Plan – Dale Pfister (**MOVING TO JUNE 30TH**)
- [Board Members and their Terms](#) – Bryan DeGrange
- Ratify Board Officers – ALL
- [Ratify Lead Director](#) – Bryan DeGrange

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call (801) 444-9378 to make appropriate arrangements.

DISCUSSION ITEMS

- [Set 2022-2023 Board Meeting Schedule](#) – Dawn
- Calendaring Items – ALL
 - Electronic Board Meeting – June 30th @ 5:30 p.m.
 - Next Pre-Board Meeting – July 21st
 - Next Board Meeting – August 4th
- West Davis Corridor Update – Jerrad

CLOSED SESSION to discuss an individual's character, professional competence, or physical or mental health pursuant to Utah Code 52-4-205(1)(a) *[IF NEEDED]*

12:00 PM – BREAK

STRATEGIC BOARD TRAINING

- [“State of School”](#) – Dale
 - [Report on Positive Behavior Plans](#)
- School Priorities/Goals – Dale
- [Review Board Member Expectations](#) and [Agreement*](#) – Bryan
- [Review Board Member Communication Guidelines](#) – Bryan
- [Annual Fraud Risk Assessment* Review](#) – Jon McQueary
 - [Sign Annual Commitment to Ethical Behavior*](#)
- [Annual Policies, Plans & Procedures Training](#) – Kim
- [Annual Open & Public Meetings Act Training*](#) – Kim
- Next Steps/Parking Lot – Kim

4:30 PM ADJOURN

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Syracuse Arts Academy

Electronic Board Meeting Minutes

Thursday, May 5, 2022

Anchor Location: SAA North Campus, 357 S 1550 W, Syracuse, UT 84075

In Attendance: Bryan DeGrange, Rene Dreiling, Mary Johnston, Jerrad Pullum, Nate Schow

Otehrs in Attendance: Dale Pfister, Leigh Schwartz, Becky Okey, Jeff Marchant, Sarah Schaefer, Brad Taylor, Dawn Kawaguchi, Jon McQueary, Jane Ann Kammeyer (5:40 p.m.)



The purpose of Syracuse Arts Academy is to develop respectful, confident citizens in a solid educational environment enriched by artistic expression.

Minutes

2021-2022 School Priorities

Schoolwide Unity, Cooperation & Collaboration

Expansion of Arts Integration

Maximize All Data Sources to Improve Student Instruction and Performance

5:33 PM – Call to Order

- Welcome by Bryan DeGrange

Bryan asked Jeff Marchant to introduce himself before we started the business items. He has been hired as the new Assistant Principal at the Antelope Campus Elementary. Jeff gave a quick summary of his work experience. Jerrad asked for an update on the email about Tim. Dale stated Tim has informed the staff but not the students of his plans. They will be interviewing to fill the position.

CONSENT ITEMS

- April 14, 2022 Board Meeting Minutes – There was no further discussion. **Rene Dreiling made a motion to approve the consent items. Mary Johnston seconded the motion. The roll call votes were as follows:**

Bryan DeGrange – Yes

Nate Schow – Yes

Rene Dreiling – Yes

Mary Johnston – Yes

Jerrad Pullum – Yes

Motion passed unanimously.

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VOTING ITEMS

- Audit Engagement Letters – Rene Dreiling stated that we need to engage an auditor every year. We will be using Eide Bailly again and we will also have a single audit because we receive more than \$750k in federal funds. There was a discussion regarding doing an RFP for professional services.
- SpEd Remodel Construction Project – Dale Pfister stated in the last board meeting the Board approved the SpEd remodel, but we did not have an amount attached to it. He would like to have a not to exceed \$150k. There was a discussion on the configuration of the remodel. The condition for OneWest is to have this complete by August 1st.
- 2022-2023 TSSA Plans – Dale Pfister stated that this is the same plan for the last 3 years but there was some clarification made under goals. Jon stated that this plan allots roughly \$406k.

Jerrad Pullum made a motion to approve the following:

- **Approve the engagement of services provided by Eide Bailly for the year ending June 30, 2022 and allow the Board President to sign on behalf of the school;**
- **Approve the construction project to remodel the two special education classrooms at the Antelope Campus not to exceed \$150,000; and**
- **Approve the 2022-2023 Teacher and Student Success Act Plans for Antelope campus and North campus.**

Mary Johnston seconded the motion. The roll call votes were as follows:

Bryan DeGrange – Yes

Nate Schow – Yes

Rene Dreiling – Yes

Mary Johnston – Yes

Jerrad Pullum – Yes

Motion passed unanimously.

DISCUSSION ITEMS

- **Calendaring Items – ALL**
 - **Next Pre-Board Meeting June 2nd – Send in all items for the retreat to Dawn by June 2nd.**
 - **Annual Board Meeting – Friday, June 17th @ Academica West**
 - **Electronic Board Meeting – June 30th**

5:52 PM – Mary Johnston made a motion to ADJOURN. Nate Schow seconded the motion.

The roll call votes were as follows:

Bryan DeGrange – Yes

Nate Schow – Yes

Rene Dreiling – Yes

Mary Johnston – Yes

Jerrad Pullum – Yes

Motion passed unanimously.

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SAA Board of Directors Meeting Friday, June 17, 2022

Action Item: *Amended 2022-2023 School Calendar*

Issue:

The Board must approve the annual school calendar that meets the state requirements of 180 days and 990 hours of instruction and any amendments made to the calendar. (A school day must have a minimum of 4 instructional hours.)

Background:

The School's administration is requesting that the Board approve the following changes to the 2022-2023 School Year Calendar as described below.


- UDOT has required us to close the northeast temporary exit onto Antelope Drive at the Antelope Campus. This has the potential to cause significant carpool delays unless we adjust the quantity of cars arriving at the campus between 7:50 am and 8:15 am. In order to space out the volume of cars both in the morning and in the afternoon, we are proposing to adjust the Junior High start and end times. The new start time would be 8:00 am (previously 8:10 am) and the new ending time would be 3:00 pm on a regular schedule (previously 3:10 pm) and 12:30 pm on an early out day (previously 12:40 pm). The elementary and junior high administration and child nutrition teams have collaborated to resolve any student supervision concerns that this time change may cause.
- On the previous 2022-2023 calendar, we attempted to align our PD days with Davis School District. However, DSD changed their Fall PD day to a different day (Nov. 1) and we propose changing ours from Friday, October 28 to Monday, October 31 (Halloween).
- After input from teachers and parents, we propose changing our Spring PT Conferences from April 19-20, 2023 to March 29-30, 2023. The Friday Comp day would be March 31, just prior to Spring Break. The logic here is that the April PT Conference is poorly attended and falls during State testing and Spring musicals. Additionally, for the elementary students no new data is available to parents since MOY (Middle of the Year) Reading/Math data which was covered in the February 15-16 conference. Our suggested change would then focus the PT Conference on March 29 to be an Arts Night, Literacy night or similar showcase of our student talents.

Recommendation:

It is recommended that the Board approve the amended 2022-2023 School Calendar.

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Antelope Campus (K-9)		 Syracuse ARTS ACADEMY	North Campus (K-6)																	
2893 W. 1700 S., Syracuse, UT 84075			357 S. 1550 W., Syracuse, UT 84075																	
801-779-2066 (K-6 Office) 801-784-5211 (7-9 Office)			801-827-0540 (Office)																	
801-779-2087 (K-6 Fax) 801-784-5209 (7-9 Fax)			801-774-9270 (Fax)																	
Grade 1-6 Schedule: 8:15 AM - 3:15 PM (*Early Out 8:15 AM -12:45 PM)		School Year 2022 - 2023		Grades 1-6 Schedule: 8:30 AM - 3:30 PM (*Early Out 8:30 AM - 1:00 PM)																
AM Kindergarten Schedule: 8:15 AM -11:15 AM (*Early Out 8:15 AM- 10:15 AM)		www.syracuseartsacademy.org		AM Kindergarten Schedule: 8:30 AM -11:30 AM (*Early Out 8:30 AM -10:30 AM)																
PM Kindergarten Schedule: 12:30 PM-3:30 PM (*Early Out 10:45 AM-12:45 PM)		<i>*Early Out Every Friday*</i>		PM Kindergarten Schedule: 12:30 PM-3:30 PM (*Early Out 11:00 AM-1:00 PM)																
Jr. High Schedule: 8:00 AM - 3:00 PM (*Early Out 8:00 AM-12:30 PM)																				
2022-2023 CALENDAR				YEAR AT A GLANCE																
August 2022		September 2022		October 2022																
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	August 9-12, 15	Teacher Preparation Days				
	1	2	3	4	5	6						1	2	3		August 11	Back to School Night all Campuses			
7	8	9	10	11	12	13	4	5	6	7	8	9	10			August 16	Teacher Professional Learning Day			
14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	August 17	1st Day of School/Term 1 Begins for Grades 1-9			
21	22	23	24	25	26	27	18	19	20	21	22	23	24	25	26	August 17-19	Early Out -Grades 1-9			
28	29	30	31				25	26	27	28	29	30				August 17-19, 22	Kindergarten Testing			
																August 23	Kindergarten Begins			
																September 5	Labor Day			
November 2022		December 2022		January 2023												September 21-22	Parent-Teacher Conference/Early Out			
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	September 23	Teacher Comp Day / No School		
		1	2	3	4	5											October 12	Early Out		
6	7	8	9	10	11	12	4	5	6	7	8	9	10	11	12	13	October 13-14	Fall Break		
13	14	15	16	17	18	19	11	12	13	14	15	16	17	18	19	20	October 21	Term 1 Ends		
20	21	22	23	24	25	26	18	19	20	21	22	23	24	25	26	27	October 24	Term 2 Begins		
27	28	29	30				25	26	27	28	29	30	31				October 31	Teacher Professional Learning Day - No School		
																	November 23-25	Thanksgiving Break		
February 2023		March 2023		April 2023												Dec. 19 - Dec. 30		Christmas Break		
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	January 13	Term 2 Ends		
			1	2	3	4											January 16	Martin Luther King Jr. Day - No School		
5	6	7	8	9	10	11	5	6	7	8	9	10	11	12	13	14	January 17	Teacher Professional Learning Day - No School		
12	13	14	15	16	17	18	12	13	14	15	16	17	18	19	20	21	January 18	Term 3 Begins		
19	20	21	22	23	24	25	19	20	21	22	23	24	25	26	27	28	February 15-16	Parent-Teacher Conference/Early Out		
26	27	28					26	27	28	29	30	31					February 17	Teacher Comp Day / No School		
																	February 20	Presidents' Day - No School		
May 2023		June 2023		July 2023												March 16		Term 3 Ends		
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	March 17	Teacher Professional Learning Day - No School		
																	March 20	Term 4 Begins		
	1	2	3	4	5	6	4	5	6	7	8	9	10	11	12	13	March 29-30	Parent-Teacher Conference/Early Out		
7	8	9	10	11	12	13	11	12	13	14	15	16	17	18	19	20	March 31	Teacher Comp Day / No School		
14	15	16	17	18	19	20	18	19	20	21	22	23	24	25	26	27	April 3-7	Spring Break		
21	22	23	24	25	26	27	25	26	27	28	29	30					May 25	Last Day of School / Term 4 Ends / Early Out		
28	29	30	31														May 26	Teacher Preparation Day		
																	May 29	Memorial Day		
																		TERMS		Days
																		Term 1: August 17 - October 21		46
																		Term 2: October 24 - January 13		47
																		Term 3: January 18 - March 16		43
																		Term 4: March 20 - May 25		44
																		Total School Days		180
SAA Board Approved: 2 December 2021																				



SAA Board of Director's Meeting Friday, June 17, 2022

Action Item: 2022-2023 Sex Ed Instruction Committee Membership

Issue:

According to the current Sex Education Instruction administrative procedures, the School's Board of Directors will review and approve the membership of the committee on or before August 1 each year.

Background:

According to the administrative procedures, each Campus Principal will establish a curriculum materials review committee composed of parents, school employees, and others selected by the Campus Principal. If possible, the committee will also include health professionals and school health educators. Each committee will have at least as many parents as school employees. The School's Board of Directors will review and approve the membership of the committee on or before August 1 each year.

The sex education instruction committee for the 2022-2023 school year will consist of the following positions for the Antelope Campus:

- (1) Administrator
- (2) Teachers
- (4) Parents

Recommendation:

It is recommended that the board approve the 2022-2023 Sex Education Instruction Committee Membership for the Antelope Campus as follows: (1) administrator; (2) teachers, and (4) parents.

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SAA Board of Director's Meeting Friday, June 17, 2022

Action Item: *Amended Dress Code Policy*

Issue:

The administration would like to amend the School's Dress Code Policy.

Background:

The School's current Dress Code Policy distinguishes between what boys can wear and what girls can wear. The administration would like to revise the policy so that the rules and restrictions apply whether a student is a boy or girl. Such revisions could make student compliance with, and administration enforcement of, the dress code easier and could help protect the School from gender discrimination claims. Other proposed revisions to the policy include but are not limited to specifying that dress code violations may result in student discipline, adding light or dark gray to the acceptable colors list, prohibiting the wearing of costumes, and renaming the dress down day.

Recommendation:

It is recommended that the Board approve the amended Dress Code Policy.

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Syracuse Arts Academy Dress Code Policy



Syracuse Arts Academy believes that a mandatory school dress code policy will provide a more secure school environment, promote an atmosphere for greater discipline, and increase learning opportunities for students by removing many of the distractions and connotations associated with various types of clothing.

All students are required to follow the dress code policy. Parents are responsible for ensuring that their children wear the designated school clothing as outlined below. School administration and professional staff will enforce the Dress Code and assist students who are out of compliance to correct any dress code issues. Dress Code violations may be considered a student discipline issue and may result in disciplinary action up to and including parent contact, in-school suspension, Saturday School or out-of-school suspension.

Colors



Tops

- ★ Shirts must be of a collared style and of a solid color, either white, red, dark green, navy blue, ~~or~~ black, or light or dark gray (see above) with standard buttons.
- ★ Appropriate collared styles are blouse, polo, oxford, turtleneck, or dress shirt.

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- ★ No screen printing or logo shirts should be visible unless they are on school shirts or logos.
- ★ Collared style shirts with the school name or logo are acceptable and available for purchase.
- ★ Sweaters or vests may be worn in solid white, red, dark green, navy blue, ~~or black~~, or light or dark gray.
- ★ Hoodies: Hoodies must be solid white, red, dark green, navy blue, ~~or black~~, or light or dark gray sweatshirts with hoods (hereafter referred to as “hoodies”). Both pullover and zip-up styles may be worn in class for physical comfort. No logos may be on the hoodies unless they are the official school name/logo.
- ★ School shirts must be worn under hoodies at all times.
- ★ Hoods may not be worn on the head while in the school building.

Acceptable Bottoms

- ★ ~~Girls should wear~~ Dresses, skirts (may be approved green plaid), jumpers, skorts, shorts, capris or pants that are ~~in~~ solid white, red, dark green, navy blue, tan, black, or ~~green plaid~~ light or dark gray.
- ~~★ Boys should wear pants or shorts in solid navy blue, tan or black.~~
- ★ Skirts, shorts or skorts are to be no shorter than two inches above the kneecap.
- ★ No denim or athletic wear.

Accessories

- ★ Socks or tights should be worn at all times for health and safety reasons and should not be distracting in nature.
- ★ ~~Appropriate colors for socks include black, white, navy blue, red, or dark green; socks may be ankle, crew or knee length. Girls may also wear~~ Smooth opaque and/or light weight ~~eable knit~~ tights in the school colors may also be worn.
- ★ ~~Girls may wear~~ Inconspicuous shorts may be worn under skirts and jumpers.
- ★ If leggings are worn, they must be worn under a skirt, ~~or skort~~ or top of the appropriate length (the skirt, skort or top must be no more than two inches above the knee). Leggings will not be allowed to replace pants. ~~Students will still need to wear socks if they choose to wear leggings.~~
- ★ Plain white, red, dark green, navy blue, ~~or black~~, or light or dark gray undershirts may be worn under school shirts to provide for additional modesty and for warmth.
- ★ Belts are recommended and should not be distracting in nature ~~must be solid brown, black or school approved color.~~
- ★ Ties/scarves are optional and must be in a school approved color.
- ★ Shoes must not be open-toed, backless, lighted, rolling or otherwise designed to make a sound.

Dress & Grooming

~~The dress code at SAA is mandatory.~~ Dress and grooming standards are part of the SAA dress code regulations policy and are mandatory.

- ★ Students must follow the dress code during school hours, except under specially designated circumstances which will be communicated to parents and students.
- ★ Students must also follow the dress code for all before and after school programs, except where activities permit alternate attire (i.e. sports, dances, special events, etc.).

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- ★ Students must present a modest, clean, and neat appearance at all times. All clothing must be clean, appropriately sized, and worn correctly. Shirts must be buttoned. Bottoms must be worn at the waist. Shoes must be tied or fastened. Clothing must be worn right-side-out, ~~appropriate underwear must be worn, etc.~~
- ★ Clothing shall not be excessively worn or have holes.
- ★ ~~Girls may wear jewelry~~ Jewelry or hair accessories that are appropriate for wear at school and are not a distraction may be worn.
- ★ Hair must be kept neat and have a combed appearance and be appropriate for school. No extreme hair color or styles. Hair color should be a color that naturally occurs on people.
- ★ Any makeup worn should be appropriate for school.
- ★ No hats or head coverings may be worn in the building.
- ★ Outer wear that is worn for warmth to and from school and at outside recess is not considered a dress code item. Any sweaters or hoodies worn inside the classroom must be consistent with school dress code colors, and requirements.
- ★ Distracting drawings on the skin, tattoos, or visible piercing, other than the ear, will not be allowed.
- ★ Sunglasses should not be worn in the building.
- ★ Costume Wear is not permitted.

Dress items not specifically ~~covered~~ listed above but considered inappropriate or contrary to the purpose statement in the School Dress Code Policy are subject to review, ~~and interpretation, and final disposition~~ by the school administration

Spirit ~~Shirts~~ Wear

- ★ Students may be allowed to wear a designated school spirit shirt or hoodie on select days determined by the school administration.
- ★ Spirit shirts may be worn for Jr. High P.E but not under uniform shirts as part of the daily dress code.

~~If the student fails to comply with the dress code it may result in suspension from school or other corrective action.~~

P.E. & Sports Practice Dress Code

7-9 grade students must change for their P.E. class.

- ★ **Shirt:** Plain white t-shirt without logo or screen print. Students may wear the Spirit Shirt. (No sleeveless shirts, open sides, or spaghetti straps. Must not be skin tight.)
- ★ **Shorts:** Need to be appropriate for P.E. activities.
- ★ **Shoes:** Non-marking gym shoes must be worn with socks.

Field Trip Attire

This specific school uniform should be worn for all field trips and other specifically designated occasions.

- ★ K-6 grade students wear a solid red top (with or without the school logo) and solid navy blue uniform bottoms

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- ★ 7-9 grade students wear a solid red top (with or without the school logo) and solid tan uniform bottoms.

Dollar-Dress Your Way Day

On ~~Dollar-Dress~~ Your Way ~~4~~Days and other specified occasions this dress code will be used. Students are still expected to dress in a manner that positively impacts the learning environment. Clothing must be modest, tasteful, and must not compromise safety standards for our students. Students may wear clothing of their choice as long as they are within the guidelines below.

The following clothing will not be permitted:

- ★ Tight clothing.
- ★ Baggy or sagging pants or shorts.
- ★ Excessively oversized jackets or coats, including trench coats.
- ★ Slippers or bare or stocking feet. No open toe or heeled shoes.
- ★ Open toe or heeled shoes.
- ★ Clothing that is torn, ripped or frayed.
- ★ Short shorts/skirts. The length must be no shorter than 2 inches above the knee.
- ★ Tank tops.
- ★ Shirts ~~must have~~ without sleeves.
- ★ Sheer material. Must have modest clothing underneath.
- ★ Clothing with exposed midriffs, buttocks, or cleavage.
- ★ Clothing which displays obscene, vulgar, lewd or sexually explicit or implicit words, messages or pictures.
- ★ Clothing that advertises a substance a student cannot legally possess or use.
- ★ Clothing that advertises or may represent gang affiliation, including colors, numbers, or brand names.
- ★ ~~No-p~~Pajamas.
- ★ Costume Wear.

Best Dress Code for ~~Sport Teams, Clubs, Groups, Music Performances, and Dances, Etc.~~

~~On game days, students that are eligible to participate in the sports activity can wear Best Dress. Some dances will also be best dress.~~ Coaches, teachers, advisors, or administration may choose to allow teams, groups, clubs, etc. or the general student body to attend school in "Best Dress." Students are expected to dress up in professional ~~dress, like they are going to a job interview. Boys should wear suit~~ attire such as pants or slacks, ~~with a dress shirt and tie.~~ Girls should wear a dress, skirt, or dress pants and a blouse.

~~Dress construed as i~~ Inappropriate dress under this policy includes, but is ~~N~~ not limited to:

- ★ Denim
- ★ Bare shoulders or backs.
- ★ Revealing clothing.

Administrative Discretion

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This policy is intended to create a framework to meet the purpose as stated at the beginning of this policy. As styles change, or if questions arise, the school administration, as the Board of Directors' designee, has the authority to determine if a student's dress is in keeping with this policy.

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SAA Board of Directors Meeting Friday, June 17, 2022

Action Item: *Amended Electronic Resources Policy*

Issue:

The administration would like to amend the School's Electronic Resources Policy.

Background:

The School's Family Handbook and Electronic Resources Policy are currently inconsistent in some respects regarding student use of electronic devices at the School. The revisions to the policy are meant to bring the two documents into harmony, including specifying in more detail when personal electronic devices can and can't be used at School. The revisions to the policy also include expanding what constitutes a personal electronic device and adding more information about the possible consequences for students when they violate the rules governing electronic devices.

The proposed revisions are reflected on pages 2-3 of the policy.

Recommendation:

It is recommended that the Board approve the amended Electronic Resources Policy.

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Syracuse Arts Academy Electronic Resources Policy



PURPOSE

Syracuse Arts Academy (the “School”) recognizes the value of computer and other electronic resources to facilitate student learning and help the School’s employees accomplish the School’s mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students’ and employees’ use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers; computer networks, including e-mail and the Internet; and other electronic resources. This policy is intended to ensure such safe and responsible use and to comply with Utah Administrative Rule R277-495, the Children’s Internet Protection Act, and other applicable laws.

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today’s society. The School seeks to ensure that the use of electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees.

Definitions

“**Electronic Device**” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including: a smart phone, a smart or electronic watch, a tablet, or a virtual reality device.

“**Instructional time**” means the hours during the School day designated by the School for class instruction.

“**Privately-owned electronic device**” means an electronic device that is not owned or issued by the School to a student or employee.

“**School day**” means the hours that make up the School day according to the School’s schedule.

“**School-owned electronic device**” means an electronic device that is owned, provided, issued, or lent by the School to a student or employee.

“**School-sponsored activities**” means field trips, curricular and extracurricular activities, and extended School-sponsored trips or activities, including School-provided transportation to and from such activities.

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Student Use of Electronic Devices

~~Electronic devices may only be possessed and used by students during the School day and during School-sponsored activities in accordance with the following standards:~~ Students may possess privately-owned electronic devices at School under the conditions provided below. Such devices include but are not limited to cell phones, smart watches, headphones, and other wearables that connect to a mobile network or the internet.

- The electronic device must be kept out of sight in a backpack or locker and turned off from the time the student enters the School building until the dismissal bell. Students may use their cell phone after school in the School building to contact parents to arrange pick-up.
- Students may not use their electronic device to respond to other privately-owned electronic devices in the School building and/or at School-sponsored activities unless specific permission is given by a teacher or the Campus Principal.
- Students may not use their electronic device while on the playground, during breakfast or lunch, in the hallways or classrooms, or in any private area of the School like restrooms, locker rooms, etc.
- Use of privately-owned electronic devices on a field trip or during a sporting event or extracurricular activity is up to the School official responsible for students participating in the activity.
- Inappropriate use of electronic devices includes but is not limited to the following:
 - ✓ Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
 - ✓ Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
 - ✓ Electronic devices may not be used in ways that violate local, state, or federal laws.
 - ✓ Electronic devices may not be used during quizzes, or tests, ~~and standardized assessments except as otherwise provided herein.~~
- Electronic toys are not allowed in the School.
- Students violating the rules governing electronic devices may have the following consequences:
 - ✓ Parent contact.
 - ✓ Confiscation of their device.
 - ✓ Parents required to pick up device.
 - ✓ Disciplinary consequences depending on the number of previous infractions.
- Law enforcement involvement if violation is potentially illegal.
- ~~Students may have privately owned electronic devices in their possession during the school day and/or at school-sponsored activities only if the electronic device is kept out of sight in a backpack or locker and turned off or on silent mode at all times.~~
- ~~Students may not use or respond to privately owned electronic devices during the school day and/or at school-sponsored activities unless specifically designated by teachers or the~~

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~~Campus Principal and used within a reasonable distance from the teacher or Campus Principal.~~

Exceptions

The Campus Principal may give permission for a student to possess an electronic device for good cause, including medical reasons, if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

Parents may request that the Campus Principal allow a student to possess an electronic device on active mode at all times during the School day, with the exception of during tests and standardized assessments, for good cause, including medical needs or unusual family situations.

A student may possess an electronic device on active mode at all times during the regular School day, including during assessments, if such an accommodation is specified in a written Section 504 plan, an Individualized Education Plan, or in connection with other legitimate circumstances determined by the Campus Principal.

As directed by a School employee, electronic devices may be used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or School employee, visitor or volunteer.

Parents may make other individualized requests for exceptions to this policy to the Campus Principal.

Consequences for Violation

A student will receive one warning prior to discipline for violating this policy unless the violation involves cheating or constitutes a violation of the School's Student Conduct and Discipline Policy or Bullying and Hazing Policy or at the discretion of the Campus Principal. On the second violation of this policy, a privately-owned electronic device will be confiscated, labeled, and held in a secure location. The Campus Principal, teachers, and other individuals designated by the Campus Principal may confiscate privately-owned electronic devices under this policy.

An individual other than a student that finds or confiscates a privately-owned electronic device may search the device for the purpose of determining the device's owner. Students may not search electronic devices. Electronic devices that are used inappropriately may be subject to search by the Campus Principal if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.

The School is not responsible for loss, damage or theft of any privately-owned electronic devices. The School will make reasonable efforts to notify parents/guardians that the School has a student's electronic device in its possession. Parents/guardians who show identification may retrieve

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confiscated electronic devices during School hours or by appointment. *The School will retain unretrieved electronic devices until the end of the School year, at which the devices will be disposed of in a manner that ensures that no data stored on the device may be retrieved.*

The Campus Principal may impose additional disciplinary consequences for a student's violation of this policy, considering the nature of the violation and other disciplinary actions in which the student has been involved. Such disciplinary actions may include:

- Loss of the privilege to possess or use electronic devices
- Disciplinary letter to the student's parent/guardian that is placed in the student's file
- Detention
- In-School suspension
- Suspension
- Expulsion
- Loss of the privilege of participating in School-sponsored activities or of receiving honor recognition

The School may contact law enforcement if School employees believe that a student has used an electronic device in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic devices.

Notice of the Policy

The School will make the Electronic Resources Policy and these procedures accessible on the School's website, including in the same location as the School's Data Governance Plan required in R277-487.

Creative and Innovative Uses for Electronic Devices

Teachers and other School employees are encouraged to use electronic devices creatively in order to effectively communicate with students and parents/guardians and to enhance instruction. Creative uses might include notifying absent students of assignments, communicating with parents when students excel or if they are behind or absent, notifying students and parents of news articles or events that would enhance the learning experience, providing feedback to students on tests and assignments, parents notifying the School when students are absent or tardy.

Other Provisions

Picture taking or sound or video recording by students using privately-owned electronic devices is prohibited in School. Picture taking or sound or video recording by students is prohibited in private areas of the School such as locker rooms, counseling sessions, washrooms, and dressing areas. Violation may subject students to discipline, and any suspected illegal activity may be reported to law enforcement.

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Students bring privately-owned electronic devices on School property at their own risk. The School is not responsible for lost, stolen or damaged privately-owned electronic devices.

Students are responsible for their privately-owned electronic devices and may be subject to discipline if their device is misused by another.

Parents, guests and visitors to the School may use privately-owned electronic devices at School and at School-sponsored activities only in accordance with rules established by the Campus Principal. Such individuals who use the School's electronic resources, including the School's equipment, services, or connectivity, whether on or off School property, may not use such resources to access inappropriate material or information.

Students' privately-owned electronic devices may not be connected to the School's wireless network. School visitors may connect privately-owned devices to the School's guest wireless network.

Internet Safety

It is the School's policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (section 254(h) of title 47, United States Code).

Definitions

Key terms are as defined in the Children's Internet Protection Act.

"Technology Protection Measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

- 1- Obscene, as that term is defined in section 1460 of title 18, United States Code.
- 2- Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
- 3- Harmful to minors.

"Harmful to Minors" means any picture, image, graphic image file, or other visual depiction that:

- 1- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- 2- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- 3- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

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“Sexual Act” and “Sexual Contact” have the meanings given such terms in section 2246 of title 18, United States Code.

Access to Inappropriate Material

To the extent practical, the School will employ technology protection measures (or “Internet filters”) to block or filter Internet access to—or other forms of electronic communications containing—inappropriate information over the School’s network or by School-owned electronic devices.

Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Campus Principal or designated representatives.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the School online computer network when using electronic mail, chat rooms, instant messaging, social media, and other forms of direct electronic communications.

Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called “hacking” and other unlawful activities and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all School employees to educate, supervise and monitor appropriate usage of the School’s online computer network and access to the Internet in accordance with this policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act. This includes educating students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response. The School will also provide information regarding these matters to parents/guardians.

Student Acceptable Use of School Electronic Resources

The School makes various electronic resources available to students. These resources include computers and other electronic devices and related software and hardware as well as the School’s

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network and access to the Internet. The School's goal in providing such electronic resources to students is to enhance the educational experience and promote the accomplishment of the School's mission.

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. Along with this access comes the availability of materials that may be considered inappropriate, unacceptable, of no educational value, or even illegal. The School has initiated safeguards to restrict access to inappropriate materials, and use of the Internet and other electronic resources is monitored as well.

In order to use the School's electronic resources, students must be willing to abide by the rules of acceptable use. Use of the School's electronic resources is a privilege, and students have no expectation of privacy in connection with their use of the School's electronic resources.

Students who abuse this privilege by actions such as damaging the School's electronic resources; violating copyrights; bullying, hazing, intimidation, humiliation, harassment and threats; accessing pornography or other obscene or inappropriate material; inappropriate language; gambling; unauthorized games; hacking; invasion of the reasonable expectations of privacy of students or employees; or other unauthorized or inappropriate use, will be subject to discipline. Violation of policies and rules regarding use of the School's electronic resources may also result in confiscation of School-issued devices and denial of access to the School's electronic resources. This may result in missed assignments, inability to participate in required assignments and assessments, and possible loss of credit or academic grade consequences.

The School may contact law enforcement if School employees believe that a student has used School electronic resources in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic resources. This applies to use of the School's electronic resources at any time and place, whether on or off School grounds.

Students are personally responsible for School electronic resources provided to them and the students and their parents/guardians may be held responsible for loss or damage to such electronic resources.

Parents play an important role in helping students understand what does and does not constitute acceptable use.

The Campus Principal shall ensure that additional rules and procedures regarding students' use of the School's electronic resources are established and clearly communicated to students and their parents/guardians. The Campus Principal shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

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Improper use of the School's electronic resources by employees has the potential to negatively impact students, damage the School's image, and impair the School's electronic resources. Therefore, this policy is intended to govern employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment.

At-Will Employment

Nothing in this policy is intended to create additional rights for any employee or to otherwise alter or amend the at-will nature of the employment relationship between the School and any employee.

The School's Rights

It is the School's policy to maintain an environment that promotes safe, ethical and responsible conduct in all activities involving the use of the School's electronic resources. The School recognizes its legal and moral obligation to protect the well-being of students and to preserve the integrity of its electronic resources. The School's rights in connection with its electronic resources include but are not limited to the following:

1. All data, files, programs, and materials downloaded with or used, sent, received, or stored upon the School's electronic resources are the School's property, and the School may deal with such items as it deems appropriate.
2. The School's Lead Director may log network use and monitor server space utilization by users and assumes no responsibility or liability for files deleted due to violation of server space allotments.
3. The School's Lead Director may remove a user account on the network with or without notice.
4. The School's Lead Director may monitor all user activities on the School's electronic resources, including but not limited to real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
5. The School's Lead Director may provide internal and external controls of network usage as appropriate and feasible, including but not limited to restricting online destinations through software or other means.
6. The School's Lead Director may limit or restrict, with or without notice, access to the School's electronic resources for those who do not abide by this policy or other direction governing the use of the School's electronic resources.
7. The School's Lead Director may determine, in its sole discretion, what materials, files, information, software, communications, and other content or activity are permitted or prohibited.
8. The School's Lead Director may delete or remove, with or without notice, any files, programs, data or other materials from any of the School's electronic resources.
9. The School's Lead Director may provide additional policies or guidelines regarding acceptable use of electronic resources.

Employees' Responsibilities Regarding Students' Use of Electronic Resources

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Employees who supervise students, control electronic resources, or otherwise have the ability to observe student use of School electronic resources are responsible for educating students on appropriate use of the School's electronic resources. Such employees shall make reasonable efforts to monitor such use to ensure that it is consistent with applicable rules. Employees should make reasonable efforts to become familiar with the Internet and the use of the School's electronic resources to help ensure effective monitoring, instruction, and assistance.

User Responsibilities

Use of the School's electronic resources is a privilege intended to help employees fulfill their responsibilities and promote the School's mission. In order to maintain this privilege, users must agree to comply with this policy. Users who are aware of any violation of this policy by any employee must report the violation to the Campus Principal. Employees are responsible for any School electronic resources issued to them at all times and may be held responsible for any inappropriate use, regardless of the user.

Employees may use privately-owned electronic devices at School or at School-sponsored activities in accordance with rules and procedures established by the Campus Principal. Employees may not use privately-owned electronic devices at School or at School-sponsored activities to access inappropriate matter.

Violation of this policy is grounds for discipline, up to and including termination. The School may also notify law enforcement as appropriate, and such actions may subject an employee to criminal penalties.

Acceptable Use

Standards for acceptable use of the School's electronic resources include but are not limited to the following:

1. All use of the School's electronic resources, including but not limited to use of computers and other electronic devices, use of e-mail, and network and Internet access must be consistent with the School's mission.
2. Network accounts are to be used only by the authorized user of the account for the authorized purpose.
3. Users must take reasonable steps to protect the privacy of students, School employees and other members of the School community and must strictly maintain the confidentiality of information regarding such individuals.
4. Use of the School's electronic resources, whether inside or outside the School, must comply with the School's employee handbook, as established from time to time.
5. Employees must comply with applicable copyright laws, ethical rules, and other applicable laws and regulations.

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6. Users must exercise appropriate professional judgment and common sense when transporting files to and from school, keeping in mind copyright and other legal issues, as well as ensuring that the non-School to or from which files are being transferred are employing appropriate virus-control technologies.
7. Users must exhibit professionally appropriate behavior when using the School's electronic resources in order to professionally represent and preserve the image the School.
8. Users must take reasonable precautions to protect the School's electronic resources in order to reduce repair costs, maintain the integrity of the network, and protect the School's assets. Employees who damage School electronic resources may be financially responsible for the cost of repair or replacement.
9. From time to time, the School will make determinations on whether specific uses of the School's electronic resources are consistent with the intent of this policy.

Unacceptable Use

The following uses of the School's electronic resources are prohibited:

1. Excessive use of the School's electronic resources for personal matters. "Excessive use" includes but is not limited to use of electronic resources in a manner that interferes with an employee's performance of work-related responsibilities or with the functioning of the School's electronic resources.
2. Use of the School's electronic resources in connection with social networking sites for non-academic purposes is prohibited.
3. Use of the School's electronic resources for commercial or for-profit purposes.
4. Use of the School's electronic resources for product advertisement or political lobbying.
5. Personal electronic devices may only be connected to the School's network with appropriate authorization.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or impersonating or misrepresenting other users of the School's network.
7. Unauthorized use or disclosure of personal student information in violation of R277-487 and the Family Educational Rights and Privacy Act, 34 CFR, Part 99.
8. Use of the School's electronic resources in a manner that disrupts the use of the network by others.
9. Destroying, modifying, or abusing the School's electronic resources in any way.
10. Use of the School's electronic resources in a manner that threatens or impairs the integrity or security of the network.
11. Use of the School's electronic resources for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.
12. Downloading or installation of any software, including shareware and freeware, for use on the School's electronic resources without the approval of the Campus Principal or designee.
13. Use of any software on the School's electronic resources in violation of the applicable license or use agreement.

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14. Use of the School's electronic resources to access, process, store, send or receive pornographic, sexually explicit or otherwise inappropriate material (as determined by the Campus Principal).
15. Use of the School's electronic resources for downloading entertainment software, files or other material not related to the mission of the School. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the School.
16. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of federal copyright law.
17. Use of the School's electronic resources for any unlawful purpose.
18. Use of the School's electronic resources to intentionally access, process, store, send or receive materials containing profanity, obscenity, racist terms, or other harassing, abusive, intimidating, threatening, discriminatory or otherwise offensive language or images.
19. Use of the School's electronic resources for playing games unless it is for instructional purposes or otherwise approved by the Campus Principal or designee.
20. Participating in activities, including but not limited to the preparation or dissemination of content, which could damage the School's professional image, reputation and/or financial stability.
21. Permitting or granting access to the School's electronic resources, including but not limited to granting use of an e-mail or network account or password, to another individual, including but not limited to someone whose access has been denied or terminated.
22. Portable data storage devices may only be used to backup or transport files and data between computers and use of such devices for the operation of unauthorized portable applications is prohibited.
23. Establishing connections to live communications, including text, voice, or video, may only be done in a manner approved by the Campus Principal or designee.
24. Malicious use of the School's electronic resources to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.

Disclaimer

1. The School cannot be held responsible for information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 U.S.C. § 2510, et seq.), notice is hereby given that there are no facilities provided by the School's system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

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3. The School is not responsible for any damage users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the School's negligence or your errors or omissions.
4. Use of any information obtained is at the user's own risk.
5. The School makes no warranties (expressed or implied) with respect to:
 - The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information;
 - Any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
6. The School reserves the right to change its policies and rules at any time.

Privacy

Use of and access to the School's electronic resources is provided to employees as a tool for the School's business. The School reserves the right to monitor, inspect, copy, review, store or remove, at any time, without prior notice, any and all usage of the School's electronic resources such as the network and the Internet, including but not limited to e-mail, as well as any and all materials, files, information, software, electronic communications, and other content transmitted, received or stored in connection with this usage. All such information, content, and files are the property of the School. Employees should have no expectation of privacy regarding them. Network administrators may review files and intercept communications for any reason, including but not limited to maintaining system integrity and ensuring employees are using the system consistently with this policy.

Training

The School will provide, within the first 45 days of each school year, a school-wide or in-classroom training to employees and students that covers:

- The contents of these procedures;
- The importance of digital citizenship;
- The School's conduct and discipline related consequences as related to a violation of these rules;
- The School's general conduct and discipline policies;
- The benefits of connecting to the Internet and utilizing the School's Internet filters while on School property; and
- Any specific rules governing the permissible and restricted uses of privately-owned electronic devices while in a classroom.

Each educator who allows the use of a privately-owned electronic device in the classroom must clearly communicate to parents and students the conditions under which the use of such a device is allowed.

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The School will provide an annual notice to all parents of the location of information for in-home network filtering options (<https://consumerprotection.utah.gov/edu/filtering.html>) as provided for in Utah Code 76-10-1231.

Policy Review

This policy will be reviewed and approved regularly to ensure that it continues to meet the School's needs.

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Syracuse Arts Academy
Staff Acceptable Use of School Electronic Resources
Acknowledgement of Receipt and Understanding

I hereby certify that I have read and fully understand the contents of the School's policies regarding use of the School's electronic resources. Furthermore, I have been given the opportunity to discuss any information contained therein or any concerns that I may have. I understand that my employment and continued employment is based in part upon my willingness to abide by and the School's policies, rules, regulations and procedures. I acknowledge that the School reserves the right to modify or amend its policies at any time, without prior notice. I acknowledge that these policies do not create any promises or contractual obligations between the School and its employees and that my employment with the School continues to be at will. My signature below certifies my knowledge, acceptance and adherence to the School's policies, rules, regulations and procedures regarding the use of its electronic resources. I acknowledge that violation of any of these policies may be grounds for discipline, up to and including termination.

Employee Signature

Employee Name

Date

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SAA Board of Directors Meeting Friday, June 17, 2022

Action Item: *Re-Approve Parent & Family Engagement Policy*

Issue:

Syracuse Arts Academy needs to re-approve its Parent & Family Engagement Policy.

Background:

The School must annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students.

The School must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the “ESSA”). The School must update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community. The Board is required to review and re-approve this policy periodically. *It has been recommended by Academica West that the Board review and re-approve this policy every 2-years.*

Recommendation:

It is recommended that the Board re-approve the Parent & Family Engagement Policy.

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Syracuse Arts Academy Parent & Family Engagement Policy



PURPOSE

In support of strengthening student academic achievement, Syracuse Arts Academy (the “School”) receives Title I, Part A funds and must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the “ESSA”). This policy establishes the School’s expectations and objectives for meaningful parent and family involvement, describes how the School will implement a number of specific parent and family engagement activities, and is incorporated into the School’s plan submitted to the state pursuant to Section 1112 of the ESSA. The purpose of an effective parent and family engagement policy is to improve all students’ academic achievement.

POLICY

The School agrees to implement the following requirements as outlined by Section 1116 of the ESSA:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of this policy and the joint development of the targeted assistance or schoolwide program plan.
- Update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- If the targeted assistance or schoolwide program plan under Section 1114(b) of ESSA is not satisfactory to the parents of participating children, submit any parent comments with such plan when the School submits the plan to the state.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- ✓ *That parents play an integral role in assisting their child’s learning;*

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- ✓ *That parents are encouraged to be actively involved in their child's education at school;*
- ✓ *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees (if any) to assist in the education of their child; and*
- ✓ *The carrying out of other activities, such as those described in Section 1116 of the ESSA.*

Required Policy Components

Below is a description of how the School will implement or accomplish each of the following components required by Section 1116 of the ESSA:

- Joint Development of Policies, Plans, Compact, and Programs. The School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I policies, plans, compact, and programs:
 - ◆ Distribute a copy of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet. The policy and school-parent compact will also be posted on the School's website.
 - ◆ Notify parents and family members of an annual meeting where parents and family members will be informed about the School's participation in and the requirements of Title I programs.
 - ◆ Hold other parent and family meetings during the school year to provide parents and family members with ongoing information, training, and materials to help them work with their children in the areas such as literacy, numeracy, and technology.
 - ◆ Hold parent-teacher conferences at least annually, where student achievement, behavior, and/or the school-parent compact will be reviewed and discussed.
 - ◆ The School and state websites will provide parents with information related to expected student proficiency levels.
 - ◆ The School website will provide parents with a description and explanation of the School's curriculum, mission, calendar information, policies, and opportunities for school and parent interaction.
 - ◆ Conduct an annual review and evaluation of this policy, the school-parent compact, and targeted assistance or schoolwide program plan. As part of the annual review and evaluation, the School will consider, and implement if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve this policy and the associated compact and plan. Suggestions or feedback may be provided to the School in the form of results from the School's needs assessment and evaluation given to parents, comments made by parents and family members in meetings at the School and during parent-teacher conferences, or through other means.

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

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- Communications. The School will take the following actions to provide parents and family members timely information about the Title I programs in which the School participates:
 - ◆ Distribute a copy of the updated version of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - ◆ Provide information related to the Title I programs, meetings, and other activities to the parents of participating children in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

- School-Parent Compact. The School's school-parent compact outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the state's high standards. The School will review the school-parent compact with parents of participating children by doing the following:
 - ◆ Distributing a copy of the updated version of the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - ◆ Obtaining all parties' signatures (electronic or written) on each school-parent compact on an annual basis.
 - ◆ Encouraging parents to review the school-parent compact with their children on a regular basis.
 - ◆ Considering, and implementing, if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve its school-parent compact.

- Reservation of Funds. The School currently does not receive Title I allocations of \$500,000 or more. In the event the School's Title I allocations reach or exceed \$500,000 in the future, the School will follow the requirements in Section 1116(a)(3) of the ESSA.

- Coordination of Services. The School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Building Capacity of Parents. The School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the School and the community to improve student academic achievement through the following:
 - ◆ Providing opportunities for discussion with parents about the School's curriculum, forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards.

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- ◆ Engaging parents with materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.
- ◆ Giving parents information at parent-teacher conferences about their student's state core testing and other appropriate curriculum based assessments.
- ◆ Providing progress reports to parents to communicate their student's academic performance throughout the school year.
- ◆ Facilitating communication between parents and School personnel through the School's LAND Trust Committee.
- ◆ Scheduling School meetings, as well as parent-teacher conferences, in a way that will maximize parent and family member involvement and participation.
- ◆ Gathering, on an annual basis, input from parents through a variety of methods. For example, parent surveys, needs assessments, conversation, parent-teacher conferences, and School activities.
- ◆ Providing assistance to parents, as appropriate, in understanding topics such as the following:
 - ★ The challenging state's academic standards;
 - ★ The state and local academic assessments, including alternate assessments;
 - ★ The requirements of Title I, Part A;
 - ★ How to monitor their child's progress; and
 - ★ How to work with educators to improve the achievement of their child.
- Building Capacity of School Staff. The School will, with the assistance of parents, provide training to educate teachers, specialized instructional support personnel, principals/directors and other School leaders, and other staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the School. The School may accomplish this training through in-person trainings and/or through the utilization of online print and video resources. The School may also provide other reasonable support for parent and family engagement activities under Section 1116 as parents may reasonably request.

Review

The School will annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students. Results of the annual review and evaluation will be used to design strategies for more effective parent and family engagement.

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SAA Board of Director's Meeting Friday, June 17, 2022

Action Item: *Ratify Board Members and their Terms*

Issue:

The Board must ratify all members and their terms annually.

Background:

Each year at the Annual Board Meeting, the board must ratify all members and their terms. This year, Rene is up for a new 4-year term to expire in June 2025. The board must approve his new term. Below are the board members and their terms.

- Rene Dreiling – *NEW* 4-year term to expire June 2026
- Jerrad Pullum – June 2025
- Nate Schow – June 2025
- Mary Johnston – June 2024
- Bryan DeGrange – June 2023

Recommendation:

It is recommended that the Board approve Rene Dreiling with a new 4-year term to expire June 2026 and ratify Jerrad Pullum with a term to expire June 2025, Nate Schow with a term to expire June 2025, Mary Johnston with a term to expire June 2024, and Bryan DeGrange with a term to expire 2023.

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[Back to Agenda](#)



SAA Board of Director's Meeting Friday, June 17, 2022

Action Item: *Ratify Lead Director*

Issue:

According to the School's charter, the Board must ratify the Lead Director annually.

Background:

Each year at the Annual Board Meeting, the board must ratify the Lead Director in accordance with the School's charter. The Board decides the salary of the Lead Director and creates their employment agreement.

Recommendation:

It is recommended that the Board approve Dale Pfister as the Lead Director for the 2022-2023 school year.

NOTE: Times on this agenda are estimated as a courtesy only. Actual times may vary.

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Syracuse Arts Academy Board of Directors ***PROPOSED*** 2022-2023 Board Meeting Dates

Board Meeting Date	Time
August 4, 2022	5:30 pm
October 6, 2022	5:30 pm
November 3, 2022 <i>Holiday Social – NO MEETING</i>	6:00 pm
December 1, 2022	5:30 pm
February 2, 2023 <i>Winter Retreat @ AW</i>	5:00 pm
April 13, 2023	5:30 pm
May 11, 2023 <i>Electronic Board Meeting – IF NEEDED</i>	5:30 pm
June 16, 2023 <i>Annual Board Meeting Retreat</i>	9:30 am
June 29, 2023 <i>Electronic Board Meeting – IF NEEDED</i>	5:30 pm

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Acadience Reading Composite Scores

2021-2022

Syracuse Arts Academy

NOTE: Data is displaying combined reading proficiency scores for both "At" and "Above" Grade Level Benchmarks.

(BOY = Beginning of Year Benchmark; MOY = Middle of Year Benchmark; EOY = End of Year Benchmark)

Kindergarten

	BOY	MOY	EOY
BOTH	56%	61%	74%
ANTELOPE	58%	64%	69%
NORTH	55%	59%	77%

1st Grade

	BOY	MOY	EOY
BOTH	61%	61%	65%
ANTELOPE	58%	58%	62%
NORTH	65%	62%	67%

2nd Grade

	BOY	MOY	EOY
BOTH	78%	78%	78%
ANTELOPE	76%	75%	77%
NORTH	77%	78%	78%

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3rd Grade

	BOY	MOY	EOY
BOTH	67%	68%	73%
ANTELOPE	64%	67%	72%
NORTH	70%	69%	75%

4th Grade

	BOY	MOY	EOY
BOTH	73%	77%	79%
ANTELOPE	71%	77%	78%
NORTH	75%	77%	79%

5th Grade

	BOY	MOY	EOY
BOTH	63%	69%	74%
ANTELOPE	60%	65%	71%
NORTH	69%	74%	79%

6th Grade

	BOY	MOY	EOY
BOTH	85%	82%	86%
ANTELOPE	77%	76%	80%
NORTH	91%	88%	91%

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Acadience Math Composite Scores 2021-2022

Syracuse Arts Academy

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(BOY = Beginning of Year Benchmark; MOY = Middle of Year Benchmark; EOY = End of Year Benchmark)

Kindergarten

	BOY	MOY	EOY
BOTH	54%	46%	49%
ANTELOPE	44%	47%	51%
NORTH	61%	46%	48%

1st Grade

	BOY	MOY	EOY
BOTH	45%	49%	49%
ANTELOPE	49%	55%	58%
NORTH	42%	45%	42%

2nd Grade

	BOY	MOY	EOY
BOTH	70%	70%	59%
ANTELOPE	63%	64%	52%
NORTH	75%	74%	64%

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3rd Grade

	BOY	MOY	EOY
BOTH	56%	53%	55%
ANTELOPE	32%	46%	44%
NORTH	73%	58%	63%

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RISE Proficiency Scores 2021-2022

Readiness Improvement Success Empowerment (RISE)
Syracuse Arts Academy

3rd Grade

ELA

PERCENT PROFICIENT

STATE	46%
LEA	49%
ANTELOPE	41%
NORTH	54%

MATH

PERCENT PROFICIENT

STATE	48%
LEA	52%
ANTELOPE	47%
NORTH	56%

4TH Grade

ELA

PERCENT PROFICIENT

STATE	43%
LEA	50%
ANTELOPE	55%
NORTH	46%

MATH

PERCENT PROFICIENT

STATE	49%
LEA	62%
ANTELOPE	65%
NORTH	59%

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SCIENCE

PERCENT PROFICIENT	
STATE	41%
LEA	53%
ANTELOPE	55%
NORTH	51%

5th Grade

ELA

PERCENT PROFICIENT	
STATE	47%
LEA	51%
ANTELOPE	50%
NORTH	52%

MATH

PERCENT PROFICIENT	
STATE	44%
LEA	54%
ANTELOPE	51%
NORTH	57%

SCIENCE

PERCENT PROFICIENT	
STATE	49%
LEA	56%
ANTELOPE	51%
NORTH	61%

WRITING

PERCENT PROFICIENT	
STATE	Available Fall 2022
LEA	Available Fall 2022
ANTELOPE	Available Fall 2022
NORTH	Available Fall 2022

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6th Grade

ELA

PERCENT PROFICIENT	
STATE	46%
LEA	56%
ANTELOPE	50%
NORTH	61%

MATH

PERCENT PROFICIENT	
STATE	35%
LEA	42%
ANTELOPE	43%
NORTH	41%

SCIENCE

PERCENT PROFICIENT	
STATE	54%
LEA	61%
ANTELOPE	57%
NORTH	65%

7th Grade

ELA

PERCENT PROFICIENT	
JHS	38%

MATH

PERCENT PROFICIENT	
JHS	52%

SCIENCE

PERCENT PROFICIENT	
JHS	44%

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8th Grade

ELA



MATH



SCIENCE



WRITING



9th Grade 2020-2021 Aspire Plus

ELA



MATH

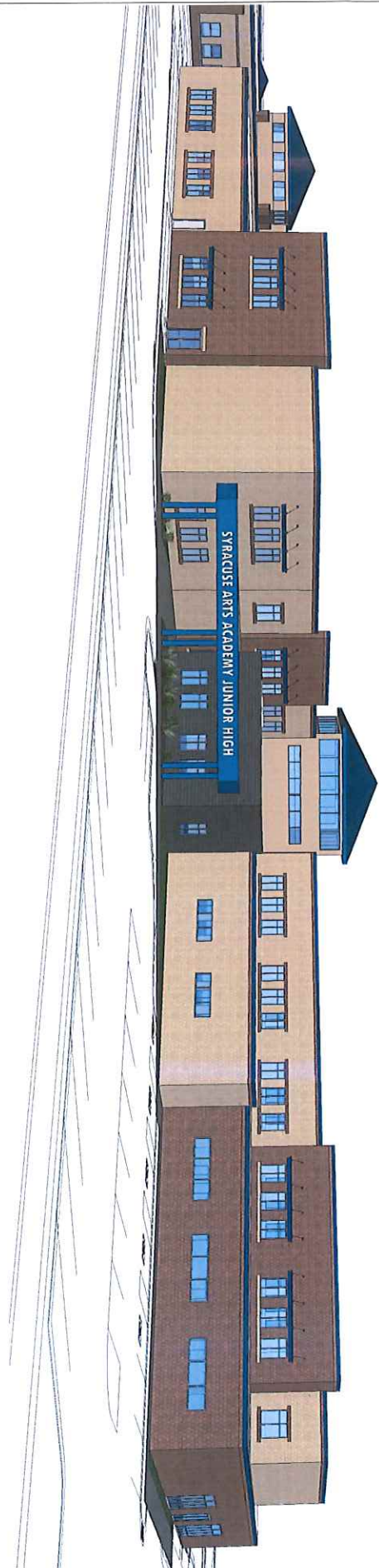


SCIENCE



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AI

SHEET NUMBER

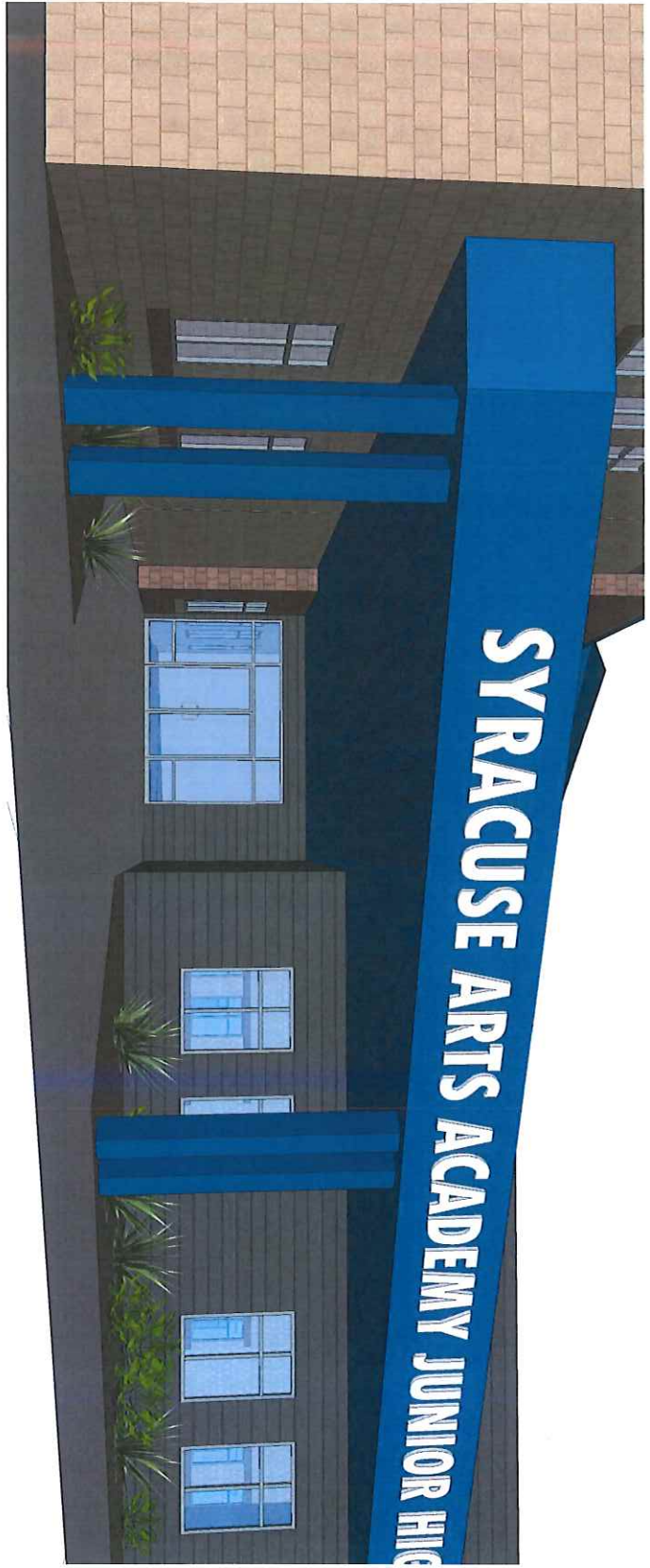
SYRACUSE ARTS ACADEMY
2893 W 1700 S
SYRACUSE, UT, 84075

SILVERPEAK
ENGINEERING



177 E ANTELOPE DR #B
LAYTON, UT 84041
PHONE: (801) 499-5054
FAX: (801) 499-5065

DATE: 05/30/2022
PROJECT: AW-009.18
DRAWN BY: C.J



DATE: 05/30/2022
PROJECT: AW-009.18
DRAWN BY: CJ

177 E ANTELOPE DR #B
LAYTON, UT 84041
PHONE: (801) 499-5054
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SILVERPEAK 
ENGINEERING

SYRACUSE ARTS ACADEMY
2893 W 1700 S
SYRACUSE, UT, 84075

42

SHEET NUMBER

The floor plan shows a large building with a central reception area. To the left is a large open area, possibly a gymnasium or sports hall, with a basketball court marked. To the right is a large open area, possibly a parking lot or outdoor space. The central part of the building contains a reception area, a large hall, and several smaller rooms. The plan is detailed with room names, dimensions, and furniture placement.

CONCEPTUAL MAIN FLOOR PLAN

DATE: 05/20/2022	CONCEPTUAL FLOOR PLAN																				
PROJECT: AM-00918																					
DRAWN BY: CL																					
REVISIONS																					
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MARK	DATE / DESC.																				

SYRACUSE ARTS ACADEMY EXPANSION
2893 W 1700 S
SYRACUSE, UT 84075

SILVERPEAK
ENGINEERING



177 E. ANTELOPE DR. STE. B
LAYTON, UT 84041
PHONE: (801) 499-5054

STRUCTURAL CIVIL SURVEY

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Positive Behavior Plan

North Campus

Programs we already have in place that focus on peer pressure, mental health and creating positive relationships

Name of program:	How the program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances
Red Ribbon Week	<p>A designated week of the year provides a focus to students regarding the negative use of alcohol and tobacco products. An assembly, student body posters, and classroom discussions are provided.</p> <p>Red ribbon Week is always a hit with our students and brings awareness to drug resistance and helps develop skills critical to their lives.</p>
Dare Program	<p>An officer from Syracuse City comes to our school to discuss relationships and how to deal with peers/family as it relates to abuse of substances. This program is a 10-week program that provides students the opportunity to learn about peer pressure and how to cope with it. This program is for six graders.</p> <p>Our DARE officer has worked hard to build meaningful relationships with our students and portray law enforcement as friendly and helpful. not frightening. Students are very open and willing to share their real life concerns with the DARE officer.</p>
Dragon Leaders	<p>Students are chosen at the end of 5th grade as student leaders. They provide support to the</p>

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	<p>younger students as well as peers. In addition, the leaders direct service projects within the school.</p> <p>Students chosen for this leadership role have a chance to learn how to lead and set an example to their peers. The tasks they complete are meaningful and instructive to them.</p>
Student Mentoring	<p>Older students (5th and 6th grade) provide support to younger students both academically and emotionally once a week. They provide one on one support within the classroom. The purpose is to help build self-esteem of the younger students.</p> <p>This mentoring initiative is so amazing and has accomplished great things. Some of our at risk students have received critical support from their mentors and in some cases, this has led to additional support being provided that otherwise may have not.</p>
Teacher training	<p>Throughout the year teachers are instructed in providing support to students within the classroom. Tier one instruction using charter ed. instruction, and posters. The school counselor meets with classes weekly to provide career guidance, peer relationships and choices.</p> <p>This has been ongoing for years and is invaluable to both teachers and students.</p>
School Counselor	<p>Provides classroom meetings, small group counseling, one on one counseling and family counseling when appropriate. Guided to build positive relationships with school, peers and family.</p> <p>Our full time counselor is a key component of classroom instruction in coping skills and helping students who struggle with a variety of childhood mental health concerns or behavior issues.</p>
Service projects	<p>School supports and monitors school wide service projects such as assisting the food bank, fundraising for families in need, Christmas assistance for families in need with the support of Syracuse City and Quarters for Christmas – KSL.</p>

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	<p>This gives our students a chance to serve others less fortunate than them. It fosters a sense of caring and turning outward to help others.</p>
Behavior programs	<p>The school embraces a school wide behavior program as well as individual classrooms define a behavior expectation. This provides the students with clear boundaries and they are aware of their expectations. In addition, students that benefit from additional support, participate in restorative justice supervised by administration and the behavioral specialist and behavior reflections, which provides insight to the student regarding personal choices.</p> <p>Classroom behavior expectations set the tone for student learning. Our teachers are awesome at setting the tone for how students should behave and creating a positive learning environment.</p>
Go Guardian	<p>A software program that monitors students on the computer – usage and sights that they may go into. It helps the teacher monitor and provide a teaching moment regarding the use of technology.</p> <p>By screening student online content, we can help students learn from mistakes they make with online behavior.</p>
Safe UT	<p>An app. for students who may report thoughts of self-harm or suicidal thoughts of others. Students have the opportunity to interact with individuals trained in peer conflict, coping skills, substance abuse, etc. Administrators and counselors are informed of the student and concerns for support.</p> <p>We have had several Safe UT tips and by responding immediately to these referrals, we have been able to help students in crisis and keep them safe.</p>

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Programs/Clubs that are provided to students:	How it addresses substance abuse
Literacy, Math and Art Night	<p>Students have the opportunity to invite their families to celebrate a night of sharing, experiencing literacy, math and art. It strengthens the family relationships with one another.</p> <p>These activities showcase our focus on the arts and the talents of our students.</p>
Robotics	<p>A program designed for 5th and 6th graders to teach them Robotics and empower their ability to grow. This club builds strong relationships and a positive experience in interacting with peers.</p> <p>This club activity allows students inclined to STEM interests to fulfill their desires to build and program robots.</p>
Mad Scientist	<p>A six-week program after school that includes all students k-6 to participate. Students are involved with hands-on Science experiments and work in a small group with community leaders. The purpose is to engage their learning in Science through fun and peer cooperation.</p> <p>Our students love this program after school to explore their science curiosity.</p>
Davis Behavioral Health	<p>Syracuse Arts Academy North has developed a partnership with Davis Behavioral Health for crisis support. Certified therapists come to the school to provide an intervention for students in crises, vs. police or institutional intervention.</p> <p>This partnership is vital when we are not able to assist student to the depth they need with their mental health concerns.</p>
Arts Integration	<p>The purpose of this program is to provide arts integration to all students within the classroom. It helps to clarify, provide memory recognition and strengthens the student's intellectual abilities. Students who struggle academically but are artistic see themselves as a positive influence to society. All of the grades are required to plan and prepare an informance for the parents and student body.</p>

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	<p>The student invites Veterans and current military personnel to a Veterans Day performance that is held in our Amphitheater. Six graders are invited to attend a night at the opera once a year.</p> <p><i>Our charter has an arts integration focus and we find that in all areas, arts integration helps with student learning across the board.</i></p>
Parent Organization	<p>Parents are asked to volunteer at least 30 hours a week during the school year. They provide one on one tutoring, support activities such as field day, Mother and Son Night, Bingo Night, SweetHeart Ball for fathers and daughters, parent teacher conferences and newsletters home to parents. They also sponsor a grandparent luncheon that is offered throughout the week for grandparents to come and eat lunch with their grandchildren.</p> <p><i>Our parent organization (POEC) has been supportive in both financial ways and also in hosting fun activities for our students and parents.</i></p>

Programs that Syracuse Arts Academy are building on regarding service, prosocial activities:

Program	
Student Body Behavior Intervention:	<p>Build a dragon program in which students participate in a social skill throughout the day and have the opportunity to add a tangible piece of art with a dragon, that will provide student recognition.</p> <p><i>Students love to participate in this activity to show their talents related to our school mascot.</i></p>
Encourage morning meetings:	<p>Teachers provide the opportunity for students to share their day. Topics are chosen and discussed, to help create a classroom community.</p> <p><i>Students love to share their lives in class and the teachers learn much about their students through this activity.</i></p>

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School Wide Character Ed. Curriculum	Counselor, Special ed. all use a curriculum, however, the school would benefit for the classrooms to have a curriculum that could be built on year by year. Character ed instruction has been vital to our success.
Teacher mentoring	Specifically designating at risk students to have a mentor that will support and provide one on one guidance regarding their choices Mentors have been invaluable in helping at-risk students connect with school and overcome some of their challenges.

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Positive Behavior Plan Report

Antelope Campus Elementary

Positive Behavior Specialist: **Lori Montgomery (Counselor) / Jane Ann Kammeyer (Principal)**

Date discussed with SIC:

Date discussed with SCC:

Date report was completed: **March 29, 2022**

Name of Program:	Level of Implementation: Fully implemented Implemented and Sustained Partially implemented Mostly implemented Planning stage On hold due to Covid-19	What We Did This Year:	What We Still Need To Do:	How does the program address the use of tobacco, alcohol, e-cigarette products, and/or other controlled substances?
1. Life Skills Training	Fully implemented	Weekly Lessons with all 5th grade students	Continue each year with 5th grade	Topics addressed: self-esteem, decision-making, smoking information, advertising, stress, communication, social skills, and assertiveness. This part of the plan is very successful and our students enjoy the counselor coming to their classroom.
2. Keeping it Real	Partially implemented	Weekly lessons with 6th grade	Continue with program to finish this year	Prevention lessons. Topics include Refuse, explain, avoid, leave. Both the counselor and the DARE officer teach these principles and we feel they help our students immensely.
3. Classroom counseling lessons	Implemented and Sustained	Bi-monthly tier I lessons for the school year	Continue with lessons	Lesson topics: Self-esteem, decision making, stress, being

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				an upstander, communication, persistence, empathy, diversity, integrity, perseverance, growth mindset. This aligns with our SAA school motto and school expectations and is vital to our student success.
4. Dragon Ticket Drawings	This is fully implemented each year.	School personnel give out “Dragon Tickets” for positive behavior. We hold weekly prize drawings and end of the school year drawings.	Continue to gather prizes for the drawings.	The ticket program is to promote good behavior and making wise choices. This program is supported by our parent organization and is very popular with students, teachers and parents.
5. Spring Token System	Implemented in March, April and May	Classrooms as a group earn tokens for hall, lunchroom, and recess behavior	Teachers reinforce every 20 tokens that are earned. Daily announcements of classrooms meeting a goal are announced. (March, April, May)	The tokens support making wise choices as a classroom. This has increased the student accountability for behavior and has caused significantly improved hallway and lunchroom behavior.
6. School/Classroom Behavior Systems	Fully Implemented	School wide rules are posted and individual classrooms reinforce positive classroom behavior throughout the school year. This starts at the first of the school year and continues throughout the year.	This continues through the end of the school year.	Promotes positive behavior and making good choices. Establishes expected behavior at school. Teachers have reported that by focusing on these behavior expectations, incidents of classroom behavior have decreased and students are more well behaved.

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

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Positive Behavior Plan Report

Antelope Campus Jr. High

Positive Behavior Specialist: **Tim Phillips**

Date discussed with SIC:

Date discussed with SCC:

Date report was completed:

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Botvin Life Skills Training Curriculum	Evidence-based programming around substance abuse. This program in our Health classes has given our students solid skills they can use every day to resist drug use and be more aware of the dangers of using drugs.
2. Restorative Justice	Preventions and interventions to address student discipline. By using restorative justice, our students are being taught how to correct mistakes when they misbehave. The concept has distanced misbehavior from punishment and made it more about learning from mistakes.
3. Principal's 200 Club	Evidence-based school-wide behavior management program focused on positive decisions and praise. Students who are recognized through this program are built up as examples of good behavior and are noticed by other students as examples of what they should do too.
4. Hope Squad	Prevent suicide through public awareness and education.

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	Our students in Hope Squad have been trained through this program and provide support to fellow students who may be struggling. They are supervised by our school counselor and school administration.
5. Career Fair	Students are exposed to future employment choices. This Career Fair exposes our students to real life future possibilities for what they are learning now and gives them exposure to adults who can guide them in selecting classes and pathways that interest them for future careers.
6. Reality Town	Students are exposed to the effects of real-life choices. Reality Town is exciting for our junior high students because they have to navigate finances and choices to build a virtual life of choices that have consequences. Students love it.
7. Character Ed Lessons	Students are taught character education lessons weekly. These lessons are critical to our student success and play an important part in our goals and vision for our school.

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. The Village Effect	Teen Mental Health Awareness, Communication, Emotional Honesty, and Emotional Intelligence. We invited some experts to come and present to our students. Feedback is that this helped them relate to some of their real life concerns and struggles.
2. Safe UT	Students have unlimited access to text or call for help. We receive several tips each year and follow up immediately to address the concerns with parents.

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Other programs, clubs, service opportunities and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Extended Student Travel Experience	<p>Students work together toward a common goal. Must maintain a minimum standard to participate. Students participate in enrichment workshops of art, music, theater, theater tech, and leadership.</p> <p>This extracurricular trip has brought an increased motivation for students to meet behavior standards in order to attend the trip. Students loved our trip to Florida and were able to attend multiple workshops that were of interest to them.</p>
2. After School Programs: SGO, NJHS, Honor Guard, Cheer, Debate, Academic Bowl, Athletics	<p>Positive involvement with peers and other adults.</p> <p>We know that students who are involved in any of these programs or clubs are highly motivated to get good grades and to behave in school. They are our best and brightest.</p>

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Syracuse Arts Academy Board Member Performance Expectations



General Responsibilities:

Each Board member is responsible for actively participating in the work of the SAA Board and the success of the school. Each board member is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate as a board member. The SAA Board will nominate the candidate only after s/he has agreed to fulfill these expectations.

These include but are not limited to the following list.

SAA Board Member Responsibilities:

1. Believe in and be an active advocate and ambassador for the values, mission, charter, and vision of Syracuse Arts Academy.
2. Work with fellow board members to fulfill the all obligations of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Board:
 - Focus on the good of the organization and group, not on a personal agenda.
 - Support board decisions once they are made.
 - Treat other members of the board and staff with respect.
 - Participate in an honest appraisal of one's own performance and that of the board.
 - Participate in an honest appraisal of the performance of the Board as a whole.
 - Participate in board meetings.
 - Learn and understand the Board of Directors role with the school.
4. Regularly attend all board meetings and committee meetings when required.
5. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair.
6. Be prepared to contribute the appropriate amount of time toward board service. This may be approximately 6-10 hours per month which includes:
 - Attending all scheduled board meeting (1-2 hours)
 - Participating on a board committee (1-2 hours) if required
 - Reading materials, preparing for meetings (1 hour)
 - Attending events at the school (1-2 hours)
7. All board members must keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
8. Use personal and professional contacts and expertise for the benefit of Syracuse Arts Academy.
9. Each board member will be issued a Laptop or tablet. This device is property of the school. When a board member retires, the board member may choose to keep their laptop or tablet

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issued to them at the end of their term as long as all school licensed software is removed. In addition, all access to school owned data will be removed from the device.

10. All board members must avoid inappropriate use of school issued laptops or tablets. Inappropriate activities include but are not limited to: viewing any and all pornographic websites, sending sexually explicit pictures to any recipient (wanted or unwanted), or violating either the Children's Internet Protection Act, or Utah HB 213.
11. All board members will comply with the Syracuse Arts Academy Electronic Resources Policy and sign the Receipt of Understanding.
12. Avoid any and all conflicts of Interest. Immediately inform the SAA Board of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.
13. Avoid any illegal activities. If the board member is the subject of a criminal investigation, s/he must immediately inform the SAA Board and abide by the decision of the board related to the situation.
14. Avoid any unethical activities.

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Syracuse Arts Academy Board of Directors BOARD MEMBER AGREEMENT ¹



I, _____, understand that as a member of the Board of Directors of the Syracuse Arts Academy I have a legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

I have read, understand and am willing to comply with the Syracuse Arts Academy Individual Board Member Performance Expectations.

If I ever find myself in a situation where I am unable to fulfill these expectations I will resign from the Board.

In turn, the organization will be responsible to me in several ways:

1. I will be sent, without request, monthly financial statements and an update of organizational activities that allow me to meet the "prudent person" section of the law.
2. The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a board member.
3. Board Members and the School Leaders will respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to this organization.
4. Board Members and the School Leaders will work in good faith with me towards achievement of our goals.
5. If the organization does not fulfill its commitments to me, I can call on the Board Chair and School Leaders to discuss these responsibilities.

Member, Board of Directors

Date: _____

Chair, Board of Directors

Date: _____

¹ Adapted from *Board Cafe*, Vol. 5, No. 3, March 28, 2001

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Board Communication Guidelines

Communication

A. Communication between Board Members

1. Board Members should copy the entire board on all e-mail correspondence between Board Members on board issues unless an assignment has been given and that person will provide the board with updates.
2. Phone conversations may or may not need to be communicated to the Board, based on the nature of the conversation. Board members will try and ask at the end of the phone conversation if a follow-up e-mail is needed to be sent to the whole Board, re-capturing information discussed in the phone conversation.

B. Communication between Board Members and the Administration

3. Board Members should copy the entire board on all e-mail correspondence between a Board Member and the Principal/Administration on school governance issues.
4. In all communication between a Board Member and the Principal/Administration, Board Members should remember that the board's authority resides in the board collectively and that individual Board Members have no authority individually to instruct the Principal/Administration.
 - i. Individual Board Members should therefore refrain from giving individual instructions to the Principal/Administration.
 - ii. Rule of Thumb: Individual Board Members should not solicit the Principal/Administration, but the Principal/Administration can solicit individual Board Members (*Brian Carpenter*).
5. In order to maintain clear lines of authority, when a Board Member is discussing an issue with the Principal/Administration that is not specifically related to the board's governance responsibilities, the Board Member should clarify to the Principal/Administration the role in which the individual is speaking with the Principal/Administration, whether it be as a parent, volunteer, or otherwise.
 - iii. If it is unclear what role in which a Board Member is speaking with the Principal/Administration, the Principal/Administration may ask for clarification.

C. Communication between Board Members and Academica West

6. Unless instructed otherwise, e-mail communication from AW personnel to Board Members should be sent to the entire board.
7. Board Members should copy the entire board on e-mail communication with AW personnel unless working on a specific assignment or sub-committee.
8. Phone conversations may or may not need to be communicated to the Board, based on the nature of the conversation. AW will try and ask at the end of the phone conversation if a follow-up e-mail is needed to be sent to the whole Board, re-capturing information discussed in the phone conversation.

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Addressing Feedback

D. General Feedback

9. Board Members who receive verbal feedback about non-governance issues may inform the entire board, at their discretion, about that feedback and should also let the individual giving the feedback know that the proper approach is for the individual to address the issue with the Principal/Administration.
10. Board Members may wish to inform the Principal/Administration about such non-governance issues so that the Principal/Administration is aware—and the Board member may let the individual know that they have informed the Principal/Administration—but Board Members should then leave the matter in the Principal/Administration's hands.
11. When concerns come to the Principal/Administration they will be discussed with the person as to the purpose of the school policy or decision. Every attempt to satisfy the concerns will be made by the Principal/Administration prior to a possible referral to the Board.

E. Feedback, Concerns and Grievances

12. If any Board Member receives a non-grievance written communication the response should be shared with all Board Members and the Principal/Administration. If it requires action, an assignment will be given unless it is associated with an alleged illegal action and a lawyer will be consulted prior to contacting that individual.
13. Syracuse Arts Academy has established a Grievance Policy. Board Members should be aware of the school's grievance policies and should advise individuals to follow the applicable grievance policy (parent or staff) if they have a concern about a specific individual.
14. Syracuse Arts Academy has established a Grievance Policy. Only written complaints that follow the grievance policy will be addressed.
15. If an individual presents the board with a concern about a specific individual pursuant to a grievance policy, the board should require documentation that the individual has complied with the grievance policy by addressing the matter with the specific individual and the Principal/Administration before considering the concern.

Board Meeting Conduct

16. The board will follow the Utah Open Meetings Act with appropriate public comment.
17. The Board reserves the right to host an open forum discussion on non-governance, individual topics with appointed board member liaisons and Administration.
18. As Board Members see there is a need to respond on social media/blog, they will remind the public that they cannot speak for the Board as a whole.

Agenda Setting

19. If a Board Member or the Principal/Administration wants an item placed on the agenda, they should inform the entire board via e-mail of the proposed agenda item and provide a brief explanation, and recommended action, for why the item should be considered by the board at that meeting. The final board agenda is set by the Chair. (*See SAA Bylaws section 3.4*)

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Fraud Risk Assessment

Continued

*Total Points Earned: 375/395 *Risk Level: Very Low Low Moderate High Very High
> 355 316-355 276-315 200-275 < 200

	Yes	Pts
1. Does the entity have adequate basic separation of duties or mitigating controls as outlined in the attached Basic Separation of Duties Questionnaire?	X	200
2. Does the entity have governing body adopted written policies in the following areas:		
a. Conflict of interest?	X	5
b. Procurement?	X	5
c. Ethical behavior?	X	5
d. Reporting fraud and abuse?	X	5
e. Travel?	X	5
f. Credit/Purchasing cards (where applicable)?	X	5
g. Personal use of entity assets?	X	5
h. IT and computer security?	X	5
i. Cash receipting and deposits?	X	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	X	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	X	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?	X	20
5. Have all governing body members completed entity specific (District Board Member Training for local/special service districts & interlocal entities, Introductory Training for Municipal Officials for cities & towns, etc.) online training (training.auditor.utah.gov) within four years of term appointment/election date?	X	20
6. Regardless of license or formal education, does at least one member of the management team receive at least 40 hours of formal training related to accounting, budgeting, or other financial areas each year?	X	20
7. Does the entity have or promote a fraud hotline?	X	20
8. Does the entity have a formal internal audit function?		20
9. Does the entity have a formal audit committee?	X	20

*Entity Name: Syracuse Arts Academy

*Completed for Fiscal Year Ending: 30 June 2022 *Completion Date: 17 June 2022

*CAO Name: Dale Pfister *CFO Name: Rene Dreiling

*CAO Signature: _____ *CFO Signature: _____

*Required

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Basic Separation of Duties

See the following page for instructions and definitions.

	Yes	No	MC*	N/A
1. Does the entity have a board chair, clerk, and treasurer who are three separate people?	✓			
2. Are all the people who are able to receive cash or check payments different from all of the people who are able to make general ledger entries?	✓			
3. Are all the people who are able to collect cash or check payments different from all the people who are able to adjust customer accounts? If no customer accounts, check "N/A".				✓
4. Are all the people who have access to blank checks different from those who are authorized signers?		✓	✓	
5. Does someone other than the clerk and treasurer reconcile all bank accounts OR are original bank statements reviewed by a person other than the clerk to detect unauthorized disbursements?	✓			
6. Does someone other than the clerk review periodic reports of all general ledger accounts to identify unauthorized payments recorded in those accounts?	✓			
7. Are original credit/purchase card statements received directly from the card company by someone other than the card holder? If no credit/purchase cards, check "N/A".	✓			
8. Does someone other than the credit/purchase card holder ensure that all card purchases are supported with receipts or other supporting documentation? If no credit/purchase cards, check "N/A".	✓			
9. Does someone who is not a subordinate of the credit/purchase card holder review all card purchases for appropriateness (including the chief administrative officer and board members if they have a card)? If no credit/purchase cards, check "N/A".	✓			
10. Does the person who authorizes payment for goods or services, who is not the clerk, verify the receipt of goods or services?	✓			
11. Does someone authorize payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	✓			
12. Does someone review all payroll payments who is separate from the person who prepares payroll payments? If no W-2 employees, check "N/A".	✓			

* MC = Mitigating Control

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Syracuse Arts Academy Ethics Policy



Syracuse Arts Academy (the “School”) adopts this policy to ensure that individuals associated with the School, including Board Members and employees, conduct themselves consistent with high standards of ethics and with applicable law.

Any allegation of a violation of this policy should be reported to the School’s Board of Directors in accordance with the School’s Staff Grievance Policy or Parent Grievance Policy, as applicable. The Board will ensure that all allegations of ethics violations are promptly investigated and that appropriate action is taken based on the results of the investigation.

No Board Member or School employee may violate Utah Code 76-8-105, which precludes the solicitation or receipt of a bribe.

No Board Member or School employee may violate the Utah Public Officers’ and Employees’ Ethics Act (Utah Code 67-16-1, et seq.), which, among other requirements, precludes Board Members and School employees from:

- (a) accepting employment or engaging in any business or professional activity that he/she might reasonably expect would require or induce him/her to improperly disclose controlled information that he/she has gained by reason of his/her official position;
- (b) disclosing or improperly using controlled, private, or protected information acquired by reason of his/her official position or in the course of official duties in order to further substantially his/her personal economic interest or to secure special privileges or exemptions for himself/herself or others;
- (c) using or attempting to use his/her official position to:
 - (i) further substantially his/her personal economic interest; or
 - (ii) secure special privileges or exemptions for himself/herself or others;
- (d) accepting other employment that he/she might expect would impair his/her independence of judgment in the performance of his/her public duties;
- (e) accepting other employment that he/she might expect would interfere with the ethical performance of his/her public duties; or
- (f) except as otherwise allowed in the law, knowingly receiving, accepting, taking, seeking, or soliciting, directly or indirectly for himself/herself or another a gift of substantial value or a substantial economic benefit tantamount to a gift:

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- (i) that would tend improperly to influence a reasonable person in the person's position to depart from the faithful and impartial discharge of the person's public duties;
- (ii) that he/she knows or that a reasonable person in that position should know under the circumstances is primarily for the purpose of rewarding him/her for official action taken; or
- (iii) if he/she recently has been, is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided in Utah Code 67-16-6.

Licensed educators of the School must comply with Utah Educator Standards contained at R277-515-3 pertaining to the ethical conduct required of all licensed educators in the State of Utah.

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Policies, Procedures, Plans (“PPP”) Required To Be Reviewed and/or Approved

(Last Updated May 25, 2022)

<u>PPP Required by Law to be Reviewed</u>	<u>Frequency</u>	<u>Reviewer</u>
Attendance Policy and Attendance Data	Annually (6-18-21)	Board
Cash Handling	Annually	LEA
Donation and/or Fundraising	Annually (9-05-13)	Board
Electronic Resources or Devices ¹	Once every three years	LEA
Emergency Response/Preparedness Plan	Once every three years	Emerg. Committee
Fee Waiver ²	Annually (2-03-22)	Board
Financial Reporting	Annually	LEA
Parent and Family Engagement, Compact, Plan ³	Annually	LEA
Procurement	Annually	LEA
Purchasing and Disbursement	Annually	LEA
Sex Education Instruction and Data	Every two years (6-18-21)	Board
Wellness ⁴	Periodically	Wellness Committee

<u>PPP Required by PPP only to be Reviewed</u>	<u>Frequency</u>	<u>Reviewer</u>
Information Technology Security Policy & Plan	Periodically	IT Security Mgr
Meal Charge/Alternate Meal Policy/Proc ⁴	Annually	LEA
Student Conduct and Discipline Policy & Plan Out-of-school suspensions and expulsions data	Annually (8-06-20)	Board

<u>PPP Required by Law to be Re-Approved</u>	<u>Frequency</u>	<u>Approver</u>
Electronic Resources or Devices ¹	Once every three years (8-01-19)	Board
Fee Waiver ²	Annually (2-03-22)	Board
Parent and Family Engagement ³	Every two years (10-09-18)	Board
Wellness ⁴	Once every three years (6-19-20)	Board

<u>Other Required Trainings</u>	<u>Frequency</u>	<u>Reviewer</u>
Arrest Reporting Policy	Annually (6-18-21)	Board
Open & Public Meetings Act	Annually (6-18-21)	Board
Fraud Risk Assessment/Ethical Behavior	Annually (6-18-21)	Board
Fraud Risk Online Training https://training.auditor.utah.gov	Every (4) years (2020-21)	Board
		(New board members within 6 mos of being on board)

¹ Also includes Acceptable Use, Internet Safety, and other similar policies. A footnote should be added to the policy(ies) indicating the effective date of the last review.

² Law actually only requires annual review and approval if the school charges fees, but all of our schools’ policies require annual review and approval by the Board regardless if school charges fees or not.

³ Review and approval requirements only apply if school receives Title I funds.

⁴ Review and approval requirements only apply if school participates in USDA food program.

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Syracuse Arts Academy Attendance Policy



PURPOSE

Syracuse Arts Academy (the “School”) is committed to providing a quality education for every student. The School firmly believes that consistent attendance teaches students responsibility. Students learn the value of being punctual and prepared. Frequent absences and tardiness result in a loss of continuity of instruction. Also, frequent absences and tardiness prove disruptive for students, teachers, and staff. Excessive unexcused absences may lead to a student’s permanent dismissal from the School.

Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing School calendar. When possible, medical and dental appointments should take place outside of school hours and parents should notify the School in advance of any absence. Parents and students are responsible for obtaining homework or assignments for the time period which the student is absent.

The School intends for this policy to be consistent with the provisions of Utah’s compulsory education laws, Utah Code §§ 53G-6-201 through 53G-6-208, as well as Utah Administrative Code Rule R277-607.

The Lead Director will establish attendance procedures consistent with this policy and applicable law and will ensure that the policy and procedures are distributed to parents.

Review

The School’s Board of Directors shall review this policy annually. The Board shall also annually review attendance data and consider revisions to this policy to encourage student attendance.

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Attendance Administrative Procedures

These procedures are established in accordance with the Attendance Policy established by the School's Board of Directors.

Definitions

"Absence" or **"absent"** means the failure of a school-age child assigned to a class or class period to attend a class or class period. "Absence" or "absent" does not mean multiple tardies used to calculate an absence for the sake of a truancy.

"Valid excuse" or **"excused absence"** means an absence resulting from:

- (a) an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;
- (b) mental or behavioral health of the school-age child;
- (c) a death of a family member or close friend;
- (d) a scheduled family event or a scheduled proactive visit to a health care provider in accordance with Section 53G-6-803(5);
- (e) a family emergency;
- (f) an approved School activity;
- (g) a preapproved extended absence for a family activity or travel, consistent with School policy; or
- (h) an absence permitted by an individualized education program or Section 504 accommodation plan.

The Campus Principal has the discretion to consider other absences as "valid excuses."

"Valid excuse" or "excused absence" does not mean a parent acknowledgement of an absence for a reason other than those described above.

"Habitual truant" means a school-age child who:

- (1) is in grade 7 or above and at least 12 years old;
- (2) is subject to the requirements of Section 53G-6-202; and
- (3) (a) is truant at least ten times during one school year; or (b) fails to cooperate with efforts on the part of School authorities to resolve the school-age child's attendance problem as required under Section 53G-6-206.

"School-age child" means a minor who is at least six years old but younger than 18 years old and who is not emancipated.

"School day" means the portion of a day that school is in session in which a school-age child is required to be in school for purposes of receiving instruction.

"Truant" means a condition by which a school-age child, without a valid excuse, is absent for (a) at least half of the school day; or (b) if the school-age child is enrolled in a learner verified program, as that term is defined by the State Board of Education, the relevant

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amount of time under the School's Learner Validated Program Policy. A school-age child may not be considered truant under this policy more than one time during one day.

Attendance Requirements: Students are allowed a maximum of five (5) unexcused absences per year.

Excused Absences: An oral or written communication documenting a valid excuse must be received from the student's parents/guardian within one (1) business day of the absence in order for the absence to be excused. In the event of multiple consecutive absences, written communication must be received within one (1) business day of the student's return to school.

In the event of an unforeseeable illness or emergency, the School should be notified as soon as reasonably possible.

Preapproved Extended Absence: A parent/guardian may request approval from the Campus Principal prior to a student's extended absence of up to ten (10) days per school year. The Campus Principal will approve the absence if the Campus Principal determines that the extended absence will not adversely impact the student's education.

Medical Documentation: The School may not require documentation from a medical professional to substantiate a valid excuse that is a mental or physical illness.

Make-up Work: Make-up work is permitted for students who have excused absences. The teacher will provide the student or the parent/guardian with any make-up work upon request. Make-up work must be completed within a reasonable timeframe as determined by the teacher.

Tardiness: A student is tardy if he or she is not in the assigned classroom when the late bell rings. In general, tardiness will be handled on an individual basis with the teacher. If a student is chronically tardy, then the student may be referred to the administration. Elementary students are allowed five (5) tardies per quarter. Middle school students are allowed three (3) tardies per class each quarter.

Notification of Absences and Tardies: In the event a student is absent, parents/guardians will be notified by phone on the day of the absence. Parents and students are responsible for tracking the total number of absences and tardies. Parents will be notified when their student reaches the 4th unexcused absence of the year. Parents of elementary students will be notified when their child is tardy for the 4th time during a given quarter. Parents of Middle school students will be notified if their child is tardy for the 2nd time in a class for the given quarter. If the maximum limit for unexcused absences or tardiness is reached, the Campus Principal will attempt to schedule a meeting with the parents to review the situation and will outline the appropriate corrective action.

Grounds for an Appeal: Students who believe that all or part of their absences and/or tardies should be considered excused may provide a written request to the administrator to review their case.

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Notice of Compulsory Education Violation

The School may issue a "notice of compulsory education violation" to a parent/guardian of a school-age child who is in grades 1 through 6 if the student is truant at least five (5) times during the school year.

This notice shall:

1. Direct the parent/guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the Campus Principal and Lead Director to secure regular attendance by the student;
2. Designate the School authorities with whom the parent is required to meet;
3. State that it is a class B misdemeanor for the student's parent or guardian to intentionally or without good cause fail to meet with the designated School authorities to discuss the student's attendance problems, or fail to prevent the student from being truant an additional five (5) more times during the remainder of the school year; and
4. Be served on the parent/guardian by personal service or certified mail.

If School personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent or guardian has failed to make a good faith effort to ensure that the school-age child receives an appropriate education, the issuer of the compulsory education violation shall submit to the Division of Child and Family Services the report required by Utah Code § 53G-6-202(8) (also in accordance with the School's Child Abuse and Neglect Reporting Policy).

Truancy Intervention Program

The School's Truancy Intervention Program is established to encourage good attendance and to facilitate the processing of chronically truant students through evidence-based alternative interventions or the juvenile court. Those efforts will include documented earnest and persistent efforts to resolve a student's attendance problems as follows:

- Annual notification of the School's attendance policies will be provided to the parents of all students at the time of registration.
- When a student's attendance is negatively affecting the student's learning, the classroom teacher will notify the student and/or the student's parent(s) of the concern. The teacher will set up a conference with the student and/or the student's parent(s) to identify and resolve any problems that prevent the student from attending school. The student's progress will be monitored.
- If meeting with the student and parent(s) does not adequately address the problems and the student's learning continues to suffer, then the School counselor or Campus Principal will work with the teacher and parent(s) in finding a solution to the problems that are preventing the student from attending to his/her learning. Efforts to resolve the problems may include, but are not limited to, the following: making adjustments to the curriculum or the schedule, counseling of the student by School authorities, considering alternatives proposed by the parent, or providing the parent with a list of community resources to help the family.

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- The Campus Principal may consult with a parent/guardian to determine if mitigating circumstances such as medical or psychological problems indicate the use of intervention methods for resolving the attendance problems.
- In the event that the preceding interventions fail, a certified letter will be sent to the parent(s) requesting a formal meeting with the administrator to resolve the attendance problems. A copy of the letter and mailing certificates will be kept by the School.
- The Campus Principal will notify the student and a parent/guardian of the actions the School may take should the student be truant in the future.

Notice of Truancy

Consistent with Section 53G-6-203, the School may issue a notice of truancy to a school-age child who is in grade 7 or above, at least 12 years old, and is truant at least five (5) times during the school year.

A notice of truancy will only be issued after the School has made earnest and persistent efforts to resolve student attendance problems, which efforts may include those set forth above.

A notice of truancy will:

1. Direct the school-age child who receives the notice of truancy, and the parent/guardian of the school-age child, to meet with School authorities to discuss the student's attendance problem and cooperate with the Campus Principal and Lead Director to secure regular attendance by the student;
2. Designate the School authorities with whom the school-age child and parent/guardian is required to meet.

A notice of truancy will be served on the parent/guardian by personal service or regular mail. The parent/guardian will have the right to appeal a notice of truancy in writing to the Campus Principal within ten (10) days of being issued.

Referrals for Habitual Truancy

In accordance with Utah Code § 53G-8-211(4), the School shall refer a school-age child for prevention and early intervention youth services, as described in Section 62A-7-104, by the Division of Juvenile Justice Services for being a habitual truant if the school-age child refuses to participate in an evidence-based alternative intervention described in Utah Code § 53G-8-211(3)(b), including:

- a mobile crisis outreach team;
- a youth services center operated by the Division of Juvenile Justice Services;
- a youth court or comparable restorative justice program; or
- other evidence-based interventions created and developed by the School or other governmental entities as set forth in Subsection 53G-8-211(3)(b)(v).

The School may refer a school-age child who is a habitual truant to juvenile court or a law enforcement officer or agency if the student refuses to participate in an evidence-based alternative

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intervention described in Subsection 53G-8-211(3)(b) and fails to participate in prevention and early intervention youth services provided by the Division of Juvenile Justice Services as provided above.

A referral to juvenile court or a law enforcement officer or agency will include:

1. Attendance records for the student;
2. A report of evidence-based alternative interventions used by the School before the referral, including outcomes;
3. The name and contact information of the School representative assigned to actively participate in the court process with the student and the student's family;
4. A report from the Division of Juvenile Justice Services that demonstrates the minor's failure to complete or participate in prevention and early intervention youth services as set forth in Utah Code § 53G-8-211(4); and
5. Any other information that the School considers relevant.

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School Attendance LEA Administration					
Date: 6/13/2022		From: 8/17/2021 To: 6/13/2022			
School	Classes Enrolled	Classes Attended	Attendance Percentage	Classes Absent	Absent Percentage
Syracuse Arts Academy - Antelope	578,761	526,072	90.90%	52,689	9.10%
Syracuse Arts Academy - North	130,125	119,990	92.21%	10,135	7.79%
Overall Totals:	708,886	646,062	91.14%	62,824	8.86%

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Syracuse Arts Academy Donations and Fundraising Policy



Although Syracuse Arts Academy (the “School”) does not typically engage directly in fundraising, it may do so on certain occasions in order to help advance the School’s mission. The School encourages the contributions of gracious donors who have the resources and the inclination to make donations for the benefit of the School and its students. This policy establishes guidelines and standards for the School’s acceptance of donations and gifts as well as for when the School engages in or sponsors fundraising activities.

Donations and Gifts

The School may not transfer or expend donated property in a manner contrary to donor restrictions imposed as a condition of making the donation. The Principal that receives a donation is also responsible for ensuring that donor restrictions of accepted donations are complied with and that compliance can be verified. The receiving Principal will ensure that charitable donation receipts are provided to donors as necessary.

The receiving Principal must approve voluntary donations from private individual or organization in excess of \$1,000 and any donation involving donor restrictions prior to accepting the donation. The Board of Directors must approve any voluntary donations from private individual or organization in excess of \$10,000. The School may not accept donations with the condition that the donation provide direct benefit to specific School employees, students, vendors, or name brand goods or services.

If advertising or other services are offered to a donor in exchange for a donation or gift, the School will objectively value the donation or gift in order to ensure the School receives at least fair value.

Each Principal must ensure that any applicable fiscal policies of the School are complied with in connection with donations. The School will comply with other applicable laws and regulations, including but not limited to procurement requirements, rules related to construction of improvements, IRS regulations, and Title IX requirements.

Fundraising

Fundraising is defined as an organized effort to solicit individuals, businesses or foundations for money or in-kind gifts to be given directly to the School.

For the purposes of this policy, “school sponsored” means activities that are expressly authorized by a Principal or the Board of Directors that support the School or authorized curricular clubs, activities, sports, classes, or programs that are themselves school sponsored. School-sponsored activities must be managed or supervised by School employees. Activities sponsored by the

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School's parent organization are not school-sponsored activities, but the parent organization may be involved in and provided assistance in connection with school-sponsored activities.

The following guidelines must be followed in connection with School fundraising:

1. The fundraising activity must be undertaken with the intent of obtaining a benefit consistent with the School's mission.
2. The fundraising activity must not violate the School's charter, Board policies, or applicable law.
3. Proposals for fundraising activities must be submitted to the appropriate Principal for approval.
4. The approving Principal may restrict the time, place, and manner of any approved fundraising activity.
5. Fundraising activities should be planned and scheduled in a manner that does not create conflict, confusion, or excessive fundraising pressures on students, families or potential donors.
6. Fundraising activities that may expose the School to risk of financial loss or liability if the activity is not successful should not be approved.
7. The participation of School employees, students and parents in any fundraising activity must be voluntary. However, School employees may be assigned to supervise students in connection with School-sponsored fundraising activities in connection with their employment. Such employees may be compensated for such work as appropriate as determined by their Principal.
8. Students may not be required to participate in a fundraising activity as a condition for belonging to a team, club or group, and a student's fundraising efforts may not affect his or her participation time or standing in any team, club or group.
9. Competitive enticements for student participation in fundraising efforts are generally discouraged, and any such rewards or prizes must be approved by the appropriate Principal.
10. Each Principal will ensure that the School's Fee Waiver Policy is complied with in connection with all School-sponsored fundraising activities that involve fees. Any fee waivers must be granted in accordance with the Fee Waiver Policy.
11. All funds raised through school-sponsored fundraising activities are considered public funds and will be handled accordingly. Each Principal will ensure that all other applicable fiscal policies are complied with in connection with fundraising activities.
12. Any fundraising activities that are related to the School but not school sponsored, such as fundraising activities of the parent organization, should clearly inform School patrons that the activity is not school sponsored. School employees may participate in such activities as volunteers but must not represent that they are acting as employees or representatives of the School.
13. The receiving Principal will ensure that charitable donation receipts are provided as necessary.

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14. The School's employer identification number and sales tax exemption number may only be used by School personnel in connection with school-sponsored activities. No other entity, including the School's parent organization, may use these numbers.
15. Any School employee involved in managing or overseeing non-School-sponsored fundraising must disclose to their Principal any financial or controlling interest in or access to bank accounts of the fundraising organization or company.
16. The School may cooperate with outside entities such as the parent organization in connection with non-school-sponsored fundraising activities. The School may allow these groups to use School facilities at little or no charge. At the appropriate Principal's discretion, the School may provide some level of support or pay for portions of these activities. The details of the arrangements for non-school-sponsored fundraising activities shall be understood and agreed to by the appropriate Principal and the representatives of the outside entity. This must take into consideration the School's fiduciary responsibility for the management and use of public funds and assets.
17. The School is committed to principles of gender equity and compliance with Title IX guidance. The School commits to use all facilities, unrestricted gifts and other available funds in harmony with these principles. The School reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. Fundraising opportunities should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.

Each Principal will ensure that School employees receive appropriate training in connection with these policies. Training shall be provided at least annually to employees whose job duties are affected by the School's fiscal policies.

The Board will review this policy at least bi-annually.

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Syracuse Arts Academy Student Conduct & Discipline Policy



1. PURPOSE, BELIEFS, AND PHILOSOPHY

1.1 Purpose

The purpose of Syracuse Arts Academy's (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
- Much 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

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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 should meet with the Campus Principal. If resolution is not made there, they may request a hearing with the Lead Director in accordance with the School's 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.

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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 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 Campus Principal'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 Campus Principal 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

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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 minor; (ii) a legally appointed guardian of a school-age minor; or (iii) any other person purporting to exercise any authority over the minor which could be exercised by a person described above.

3.6 Qualifying Minor

For purposes of this policy, "qualifying minor" means a school-age minor 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.

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

4.1 Suspension

4.1.1 A student may be suspended from School for any of 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 law;

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[e] possession, distribution, control, use, sale, or arranging for the sale of cigars, 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

[a] any serious violation affecting another student or a staff member, or any serious violation occurring in a School building, in or on School property, or in conjunction with any 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 or threatened use of a lookalike weapon with intent to intimidate another person or to disrupt normal School activities; or

(iii) 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; or

[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.

4.2 Expulsion

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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(2)(b); 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, using a real or lookalike weapon, explosive, or noxious or flammable material shall be expelled from 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 Lead Director, the Campus Principal, 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 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(2)(a)

4.4.1 A student shall be suspended or expelled from the School for any of the following reasons:

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[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

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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, handshakes, etc.) that demonstrates membership in or a 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.

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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 Principal 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 Principal will ensure that any surrendered or confiscated electronic cigarette product is destroyed or disposed of. However, the Principal 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) Days or Less for Regular Education Students

The Campus Principal has the authority to suspend a regular education student for up to ten (10) school days. In considering whether to suspend a student, the Campus Principal 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.

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The Campus Principal may not suspend for longer than ten (10) school days or otherwise change student placement. Whenever the Campus Principal proposes suspending a student for more than ten (10) school days, the Campus Principal shall refer the matter to the Lead Director.

5.2 Authority to Suspend and Duration of Suspension for Students with Disabilities

The Campus Principal 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) consecutive 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

The Lead Director may suspend 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.

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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 Campus Principal or a teacher or counselor designated by the Campus Principal 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 Campus Principal is authorized to issue notices of disruptive student behavior to students who are qualifying minors.

6.2.2 Criteria for Issuing Notice. The Campus Principal 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 Campus Principal, Lead Director and the Board in correcting the student's disruptive student behavior; and

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[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 Campus Principal 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 Campus Principal 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 § 78A-6-1203, including that it is a diversion program that provides an alternative disposition for cases involving juvenile offenders 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.

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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 or that is truancy. In accordance with § 53G-8-211:

[a] if the alleged offense is a class C misdemeanor, an infraction, a status offense on School property, or truancy, the minor may not be referred to law enforcement or court but may be referred to alternative school-related interventions, including:

(i) a mobile crisis outreach team, as defined in § 78A-6-105;

(ii) a receiving center operated by the Division of Juvenile Justice Services in accordance with § 62A-7-104;

(iii) a youth court or comparable restorative justice program; or

(iv) other evidence-based interventions created and developed by the School or other governmental entities as set forth in § 53G-8-211(3)(a)(v).

[b] if the alleged offense is a class B misdemeanor or a nonperson class A misdemeanor, the minor may be referred directly to the juvenile court by the Campus Principal or the campus Principal's designee, or the minor may be referred to the alternative interventions described above. However, documentation of an alleged class B misdemeanor or a nonperson class A misdemeanor must be provided prior to referring the minor to the juvenile 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:

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- 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(1)-(2).

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 Campus Principal 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 Campus Principal to review the suspension.

8.2 The Campus Principal shall also notify the non-custodial parent, if requested in writing, of the suspension.

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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 Campus Principal 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 Campus Principal.

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 Campus Principal, 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 hearing shall follow as soon as possible.

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

9.1 If the Campus Principal believes that a student should be suspended for more than ten (10) days or expelled, the Campus Principal shall refer the matter to the Lead Director.

9.2 Prior to sending the referral, but in no instance longer than ten (10) days after the suspension began, the Campus Principal shall meet with the parent or guardian to discuss the charges against the student and the proposed discipline.

9.2.1 The Campus Principal shall also notify the non-custodial parent, if requested in writing, of the possible suspension or expulsion as outlined in Section 8.2 of this policy.

9.3 The referral to the Lead Director shall include all relevant documentation of the student's violation(s), including written student statements, written witness statements, evidence of an informal school hearing, evidence of a Campus Principal meeting with parent or guardian and written parental input.

9.4 Notice to Student and Parent/Guardian

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If the Lead Director, after considering the totality of the circumstances and consulting with the CMT, that a student should be suspended for longer than ten (10) school days or expelled, the Campus Principal shall send written notice by certified mail, return receipt requested, to the student's parent or legal guardian, which includes all of the following elements:

9.4.1 a description of the alleged violation(s) or reason(s) giving rise to disciplinary action;

9.4.2 the penalty being imposed (duration of suspension or expulsion);

9.4.3 a statement that a due process hearing may be requested in writing within ten (10) working days of receipt of the notice;

9.4.4 a statement that, if a hearing is requested, the Board has the authority to appoint an impartial Hearing Officer(s), who may be an employee of the School;

9.4.5 a statement that the suspension or expulsion is taking effect immediately and will continue for the stated period unless a hearing is requested in a timely manner and the Hearing Officer determines otherwise;

9.4.6 the mailing date of the notice; and

9.4.7 a statement that, if a hearing is not requested within ten (10) working days after receipt of the notice, the School's decision to suspend or expel the student will be final, and the parent's right to oppose the School's decision will be waived.

9.5 Hearing Procedures

If a hearing is requested in response to the notice of expulsion, the following procedures shall apply:

9.5.1 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

9.5.2 A written Hearing Notice shall be sent to the parent or guardian informing the parent or guardian of:

[a] the name of the Hearing Officer;

[b] the date, place, and time of the hearing;

[c] the circumstances, evidence, and issues to be discussed at the hearing;

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[d] the right of all parties to cross-examine witnesses subject to the Hearing Officer's determination that this right should be limited to protect student witnesses from retaliation, ostracism or reprisal;

[e] the right of all parties to appeal to the President of the Board within ten (10) working days following the decision if the parties disagree with the Hearing Officer's decision; and

[f] the right of all parties to examine all relevant records.

9.5.3 The Hearing Officer shall conduct the 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 Hearing Officer 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.

9.5.4 Hearing Rules

Formal Rules of Evidence do not apply to the 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 Hearing Officer; and

[d] the Hearing Officer 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 Hearing Officer.

9.6 Appeals

9.6.1 Within ten (10) working days following receipt of the hearing Officer's written decision, either party may appeal the decision, in writing, to the President of the Board.

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9.6.2 Within ten (10) working days following receipt of the appeal, the Board President shall rule on the appeal.

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:

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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.

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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

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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 Lead 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;

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[c] civic skills; and

[d] social 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 uniform and equitable methods for at least annual data-based evaluations of efficiency and effectiveness;

11.1.6 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;

11.1.7 procedures for ongoing training of appropriate School personnel in:

[a] crisis intervention training;

[b] emergency safety intervention professional development; and

[c] School policies related to emergency safety interventions consistent with evidence-based practice;

11.1.8 policies and procedures relating to the use and abuse of alcohol and controlled substances by students;

11.1.9 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

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[e] abusive conduct;

11.1.10 direction for dealing with bullying and disruptive students;

11.1.11 direction regarding the range of behaviors and 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;

11.1.12 strategies to provide for necessary adult supervision;

11.1.13 notice to employees that violation of this rule may result in employee discipline or action;

11.1.14 gang prevention and intervention provisions in accordance with Subsection 53E-3-509(1); and

11.1.15 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;

11.1.16 procedures for responding to reports received through the School Safety and Crisis Line under § 53E-10-502(3).

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.

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(3)

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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 Campus Principal has reason to believe that School rules or policies have been broken, he or she shall proceed with an investigation. However, if the Campus Principal 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 Campus Principals

The Campus Principal 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 Campus Principal shall conduct investigations according to the following general guidelines:

14.1.1 The Campus Principal shall conduct investigations in a way that does not unduly interfere with School activities.

14.1.2 The Campus Principal 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 Campus Principal 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 Campus Principal 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.

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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 Campus Principal 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 Campus Principal, law enforcement should be notified, the following procedure should be followed:

[a] The Campus Principal 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 Campus Principal shall document the contact or attempted contact with the student's parents or legal guardian. If the Campus Principal cannot contact the student's parent or guardian,

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or if the parent or guardian is unable to be present with the student for questioning, the Campus Principal shall be present and document generally what occurs during the interview.

[f] 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 Campus Principal or other designated person before beginning an investigation on School premises.

(ii) The Campus Principal shall document the circumstances warranting the investigation as soon as practical.

(iii) Alleged criminal behavior related to the School environment brought to the Campus Principal'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 detained 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.

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[c] The Campus Principal shall immediately notify the Lead Director of the removal of a student from School by law enforcement authorities.

[d] Where it is necessary to take a student into custody or detained on School premises, the law enforcement officer shall contact the Campus Principal and relate the circumstances necessitating such action.

[e] Whenever the need arises to make arrests or take students into custody on School premises, the Campus Principal 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 Campus Principal shall have the student summoned to the Campus Principal'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 Campus Principal, the School staff present shall encourage the law enforcement officers to tell the Campus Principal of the circumstances as quickly as possible. If the officers decline to tell the Campus Principal, the School staff members present shall immediately notify the Campus Principal and the Lead 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 Campus Principal 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 Campus Principal'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.

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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 Campus Principal, 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 Campus Principal 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 Campus Principal 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 Campus Principal, 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 Campus Principal 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

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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 weapons, drugs, 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:

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[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., Campus Principal, 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 to -405

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17.1 Board, Lead Director and Campus Principal Notification by Juvenile Court and Law Enforcement Agencies.

17.1.1 Within three (3) days of being notified by the juvenile court that a juvenile has been adjudicated or of being notified by a law enforcement agency that a juvenile has been taken into custody or detention for a violent felony, defined in Utah Code Ann. § 76-3-203.5, or an offense in violation of Title 76, Chapter 10, Part 5 Weapons, the President of the Board shall notify the Campus Principal and Lead Director.

17.1.2 Upon receipt of the information, the Campus Principal shall make a notation in a secure file other than the student's permanent file; and, if the student is still enrolled in the School, the Campus Principal shall notify staff members who should know of the adjudication, arrest or detention.

17.1.3 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 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.

17.2.1 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.

17.2.2 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), or unless the student's parent or guardian has authorized disclosure.

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

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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.

18.2 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

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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.

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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; 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.

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 Principal; 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:

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[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] create and communicate methods for evaluation of the efficiency and effectiveness of the Schools' rules and standards.

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 no later than June 30, 2018. Beginning in the 2018-19 school year, the School shall submit all required UTREx discipline incident data elements as part of the LEA's daily UTREx submission.

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 Campus Principal 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.

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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.

REFERENCES

Gun Free Schools Act (20 U.S.C. § 7151)

Requires schools that receive federal financial assistance to have a policy requiring the expulsion from school for a period of not less than one year of any student who brings a weapon firearm, explosive or flammable material to school.

Individuals with Disabilities Education Act (20 U.S.C. § 1415(K); 34 C.F.R. § 300.520-529)

A student with a disability who carries a weapon to school or to a school function, or who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be placed by school officials in an interim alternative educational setting, in accordance with State law, for not more than 45 days. A hearing officer may order a change in placement for a student with a disability to an appropriate interim alternative educational setting for not more than 45 days if the hearing officer determines that there is substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Family Educational and Privacy Rights Act (20 U.S.C. § 1232g (h)(1)-(2), 34 C.F.R. § 99.36)

Allows schools to include appropriate information in the education record of any student concerning disciplinary action taken against such 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. Also allows schools to disclose such information to teachers and school officials,

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including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §§ 1400-1485)

Assures all children with eligible disabilities a free appropriate public education and related services designed to meet their unique needs.

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794)

Prohibits discrimination on the basis of disability.

Rehabilitation Act of 1973 (29 U.S.C. § 705 (2)(C)(iv))

Stipulates that schools may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not disabled.

Americans with Disabilities Act (ADA), Title II (42 U.S.C. § 12132)

Prohibits public entities from discriminating on the basis of disability.

U. S. Department of Education, Office of Special Education Programs (OSEP) Memorandum (April 26, 1995). Questions and answers on disciplining students with disabilities.

U. S. Department of Education, Office for Civil Rights (OCR) Memorandum (January 28, 1991) ADA Amendments to Section 504 - Discipline of Students Using Drugs or Alcohol.

Utah Code Ann. § 53E-6-701 - Mandatory reporting of physical or sexual abuse of students

Utah Code Ann. § 53G-8-302 - Use of reasonable and necessary physical restraint or force.

Utah Code Ann. §§ 53G-8-202 to 53G-8-208 - School Discipline and Conduct Plans

Utah Code Ann. §§ 53G-8-402 to 53G-8-405 - Notification of juvenile court and law enforcement agencies

Utah Code Ann. § 62A-4a-410 - Immunity from liability

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Student Conduct and Discipline Administrative Plan

The School's goal is to create a safe, civil and productive learning environment. All School staff will work together to establish positive school and classroom cultures where teaching and learning are emphasized.

The School intends for its student conduct practices to:

- Build an effective, positive school environment
- Enhance school climate and safety
- Prevent problem behaviors
- Teach and reinforce appropriate behaviors
- Increase instructional time and academic performance
- Create meaningful and durable behavior and lifestyle outcomes for students

Three Step Process

The School employs the following process when dealing with student behavior issues:

- Step 1 – Identify the Problem
 - ABCs of Behavior:
 - Antecedents
 - Identify the event or stimulus (trigger) that occurs before the behavior.
 - These increase the likelihood that problem behavior will occur.
 - Identification helps inform prevention strategies.
 - Behavior
 - Identify the observable, measurable action.
 - Identification of antecedents helps determine new skills to teach as replacement behavior.
 - Consequences
 - Identify the event or response that immediately follows the behavior.
 - Both current consequences and alternative consequences.
 - Identify which consequences reinforce the behavior.
 - Determine the function of the behavior.
 - Identification helps inform alternative, appropriate reinforcers of new skills and desired behavior.
 - Understand:
 - What problem behaviors are occurring most often?
 - When and where are the problem behaviors occurring?
 - Who is involved?
- Step 2 – Analysis: Why are problem behaviors occurring?
 - Function of Behavior – Develop a hypothesis for why the behavior is occurring.
 - Get/Obtain or Escape/Avoid

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- Attention – peer or adult
 - Tangible – object, task, activity
 - Sensory stimulation
- Hypothesis: When (antecedent) occurs, student engages in (behavior). As a result, student is able to (function).
- Step 3 – Develop a Plan: Match interventions to function
 - Prevention: Alter the environment (systems changes)
 - Teach: New skills (replacement behaviors)
 - Reward: Demonstration of appropriate behaviors (new skills)
- Step 4 – Evaluation: Response to Intervention

Principles of Behavior

Behavior is defined as follows:

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

The School's approach to student behavior is informed by the following principles:

- Behavior is learned, it can be changed, and new behavior can be taught.
- Consequences strengthen or weaken behavior.
- Behavior is strengthened, weakened, and/or maintained through modeling.
- Behavior tends to be repeated due to the consequences (outcomes) that follow the behavior.
- Behavior is weakened by withholding consequences that maintain it.

Role of Adult Behavior

The School recognizes that:

- Changes in student behavior require effective environments.
- Creating effective environments first requires changing the behavior of the adults in the environment.
- Changing adult behavior requires effective support systems.

Student Behavior Expectations

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Students are expected to contribute to a safe learning environment by behaving respectfully and safely and reporting harmful or dangerous situations to an adult. Students should:

- Know and follow all school rules and instructions given by school staff.
- Show respect and courtesy to all students, staff and school visitors. This includes respecting property of others.

Guidelines for Success

The School recognizes that setting and communicating School-wide expectations is an important step in establishing an effective behavior system. The guidelines for success communicate what it takes to be successful in the School. Accordingly, all students, staff and school visitors are expected to demonstrate the following:

- Be Respectful
 - Treat others the way you wish to be treated
 - Take care of private and public property
 - Solve problems peacefully
 - Respect the right of others to be different from you
 - Respect the right of other to think differently than you
- Be Responsible
 - Take ownership for your actions
 - Be on time and ready to learn
 - Follow classroom and school rules ☐ Do/Produce your own work
 - Be a learner
- Be Safe
 - Behave in ways that make the school a positive place ☐ Report bullying, harassment or unsafe incidents
 - Refuse to spread rumors or gossip
 - Find trusted adults who can mentor and support you

The School's Guidelines for Success are aligned with specific behavioral expectations in each area of the School as follows:

	Respectful	Responsible	Safe
Classrooms			
Hallways			
Restrooms			
Cafeteria			
Playground			

These expectations are most likely to be met when the specific behaviors expected from students are clearly defined, taught to all, shaped over time, and responded to in ways that encourage students to learn and grow. The School recognizes that this requires proactive systems, practices and policies that support the development of positive behavior in every student.

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

School and Classroom Management

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

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

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

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

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

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in a progressive manner that is most supportive of student needs.

Classroom Rules and Consequences

Each teacher should establish classroom rules consistent with the following guidelines:

- Phrased in the form of a positive statement.
 - Positive rules explain what students should be doing. Negatively stated rules simply tell students what to avoid and challenge students to find inappropriate behaviors that fall outside the scope of the rule.
- Stated clearly

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- Students should be able to understand the behavioral expectation without the need for extensive explanation.
- Few in number (typically 3-5)
 - Each rule appears more important when there are fewer of them. Fewer rules are easier for students to remember and for teachers to enforce. Having just a few rules avoid the sense that the teacher is trying to control a student's every movement.

An important aspect of the structure that makes rules work is providing clear consequences for a student's actions up front. Helping students realize the cause and effect relationship of their behavior, and that they have the power to choose the resulting effect is an important way that School staff can help students develop self-discipline.

Effective consequences display the following characteristics:

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

Effective Classroom Management

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

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

STOIC System for Classroom Management

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- **Structure** – Organize the classroom for success
 - Teachers will create and use an effective daily schedule.
 - Physical space will be arranged effectively.
 - Teachers will use appropriate attention signals.
 - Teachers will establish 3-5 positively stated classroom rules that describe specific and observable behaviors that students are expected to exhibit at all times.
- **Teach Expectations** – Teach students how to behave responsibly in the classroom
 - Teachers will use the CHAMPs tool to establish clear expectations for classroom activities
 - **Conversation** – Can students talk to each other during this activity/transition?
 - **Help** – How can students get the teacher’s attention and/or get questions answered during the activity?
 - **Activity** – What is the objective of the activity, and what is the expected end product?
 - **Movement** – Can students move about during the activity?
 - **Participation** – What does appropriate student behavior look like during this activity, and how should students show they are fully participating?
- **Observe** – Supervise and monitor student behavior
 - Circulate and scan the classroom
 - Model friendly, respectful behavior while monitoring
 - Track classroom behavior problems to gather data
- **Interact** positively with students
 - Interact with all students in a welcoming manner
 - Display enthusiasm
 - Offer non-contingent attention
 - Strive for a 4 to 1 ratio of positive to negative interactions
 - Provide positive feedback that is:
 - Accurate
 - Specific and descriptive
 - Contingent
 - Age appropriate
 - Fits personal style
- **Correct** inappropriate behavior fluently so as to not disrupt the flow of instruction
 - Key concepts for correcting misbehavior:
 - Preplan corrective responses
 - Evaluate whether the targeted behavior decreases
 - Make sure correction efforts address the cause
 - Corrective consequences alone are not likely to eliminate the targeted behavior
 - Attributes:
 - Calmly
 - Consistently
 - Immediately
 - Briefly
 - Respectfully

Intervention Strategies

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

- Behavior Contracts
 - Behavior Contracts create agreements between the student and staff about behavior expectations and how the student will be supported to meet the expectations. Monitoring of the contract can include student self-charting of behavior, staff feedback about progress after each class period, etc. and include reinforcers for success and consequences for continuing problems.
- Functional Behavior Assessment/Behavior Intervention Plans
 - Behavior Intervention Plans are developed based on an assessment of the function of the student's behavior. The assessment results are used to develop a plan for consistent instruction and intervention to support behavior change.
- Tier 2 Social Emotional Learning (SEL) Groups
 - SEL Groups provide direct instruction for students on areas of needed growth. Examples include anger management, social skills, conflict resolution and self-advocacy.
- Check-in Check-Out (CICO)
 - Students check in with designated CICO facilitators before the beginning and at the end of each school day to receive positive contact, pre-corrects, reminders of school-wide expectations, etc. At the end of each class period, teachers provide behavioral feedback on a Daily Progress Report Card.
- Conflict Resolution
 - Students are supported and empowered to take responsibility for peacefully resolving conflicts. Students are taught skills including anger management, active listening and effective communication.
- Restorative Justice Practices
 - Interventions are designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation. Restorative practices include engaging with a student in a restorative dialogue, supporting students to make an apology and repair harm, facilitating a restorative circle, etc.

Disciplinary Responses

Disciplinary responses are actions that are typically viewed as consequences or punishment. Examples of disciplinary responses that may be used in the School include but are not limited to:

- Loss of classroom privileges
 - Students lose opportunities in the classroom such as participating in free time activities, etc.
- Detention
 - Students are assigned to an alternate location during recess, lunch or after school.
- In-school suspension
 - Students are removed from the classroom environment and assigned to work in a designated space within the School for up to one day.
- Out of school suspension
 - Students are removed from the School environment for a designated number of days based on the severity of the infraction and other mitigating and escalating factors. Out of school

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suspensions will be followed by a restorative re-engagement conference to involve the student, parent and appropriate School staff.

- Expulsion
 - Students are removed from the School environment following the process established in the Student Conduct and Discipline Policy.

Behavior Response Chart

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

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

The School uses four (4) levels of possible response to inappropriate and disruptive behavior (response levels). Each behavior is assigned to one or more response level. School staff are expected to use only the response levels identified for each behavior. If the inappropriate or disruptive behavior is assigned to two (2) or more response levels, the lowest level should be used first. For example, if a student engages in cheating, School staff should first use intervention strategies and responses in Response Level 1 before moving to Response Level 2.

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

Escalating Factors

During the course of a school year, a student's first violation of a given behavior violation will usually merit a response of a lesser degree than subsequent violations, taking into account all factors related to the severity of the current violation. However, in instances where student conduct significantly impacts the property, health and/or safety of others or causes significant disruption to the learning environment, a more severe form of response may be warranted even if it is a first offense.

There are 3 factors that are considered to escalate the disciplinary response from the response level at which it would typically be addressed to a higher response level. These factors are:

1. Conduct that Causes a Serious Physical Injury – Serious physical injury is a bodily harm that results in one or more of the following:

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

Serious physical injury includes, but is not limited to, fractured or broken bones (including the nose), concussions and cuts and/or wounds requiring stitches. Serious physical injury does not include black eyes, welts, abrasions or bruises.

In all cases where a student's conduct results in the serious physical injury of another person, regardless of level of conduct, the conduct will be handled at Response Level 4.

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

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

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

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

Suspension (Response Level 3 and Response Level 4)

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

Expulsion (Response Level 4 Conduct)

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

Adequate Adult Supervision

In order to help ensure that behavior expectations are consistently monitored and enforced, the School will ensure that adequate adult supervision is maintained in classrooms, on the playground, in the cafeteria, other areas of the School building, during field trips, and during other school-sponsored activities.

Effective Instructional Practices for Teaching Student Expectations

The School will implement a curriculum using a variety of teaching strategies to establish expectations and instruct students regarding self-discipline, citizenship, civic skills, and social skills.

School staff will begin communicating and teaching behavior expectations as well as self-discipline, citizenship, civic skills, and social skills on the first day of each school year. The School will develop a calendar/schedule for teaching behavior during the first two weeks of school and throughout the year. The School will develop a procedure for teaching behavior expectations to new students when they enroll in the School. School staff will continue reminding, re-teaching, and recognizing expected behavior throughout the school year. Data will be used to determine when specific behavior issues need to be addressed at an individual, class, or School-wide level throughout the year.

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

- Distribution of the student handbook and rules.
- Orientation assemblies at the beginning of the year.
- Expectations posted throughout the School.
- Daily announcements and newsletters include reminders.
- All personnel model desired behavior.

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

- Teach the procedure by explaining it clearly.
- Model the procedure by showing students how the procedure is done.
- Practice the procedure together and make necessary adjustments immediately.
- Review the procedure and provide feedback daily.
- Praise and give extra encouragement to those who need it.
- Conduct periodic reviews of procedures and revise them as needed.

Social and academic teaching will be integrated within and across the curriculum. Expected behaviors will be taught through the process of:

- Using multiple examples, both positive and negative
- Teaching in settings where the behavior is expected to happen

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- Providing frequent positive practice with useful corrections
- Acknowledging and reinforcing expected behavior
- Teaching it the same way academic content is taught

Behavior expectations in classrooms, hallways, cafeteria, restrooms, and playground will be communicated to students by explaining what such behavior looks like and sounds like.

The School will emphasize instruction in the following social skills:

- Accepting “No” for an answer without arguing
 - This means that when a student asks an adult for something and that person says “No,” the student should accept the answer without arguing or getting upset.
- Following directions
 - This means that when an adult gives a student a request, the student acknowledges the request and does it within a short period of time.
- Not interrupting
 - This happens when a student wants to tell an adult something or ask for something from an adult who is engaged or busy. Instead of interrupting, the student waits quietly until the adult is not busy and then speaks to the adult.
- Making requests of adults
 - This means asking for something or for help in a polite and friendly voice.
- Thanking adults
 - This means that when an adult says or does something for a student that makes them feel good or helps them, the student says “Thank you” to the adult.

Systematic Reinforcement of Expected Behaviors

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

Uniform Methods for Correction of Student Behavior

As discussed above, the School recognizes that behavior usually happens for and is maintained by the desire for one or more of the following:

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

In order to effectively reinforce desired behavior, the School will:

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

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- Increase the ratios of positive to negative interactions with students

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

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

Annual Data-Based Evaluations of Efficiency and Effectiveness

Staff members will document behavior incidences that rise to for data gathering purposes. Documentation will be submitted to the front office

Behavior data will be analyzed by a team comprised of STI team on a monthly basis. The results will be shared with the all staff members and will be used to plan adjustments and areas of emphasis in addressing behavior issues.

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

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

The results of these surveys will be analyzed by a team comprised of STI members. The results will be shared with the all staff members and will be used to plan adjustments and areas of emphasis in addressing behavior issues.

When misbehavior approaches unacceptable levels in School-wide activities and/or common areas, staff members will consider:

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

Staff Development Program and Training of Appropriate School Personnel

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(development of student behavior expectations, effective instructional practices for teaching and reinforcing behavior expectations, effective intervention strategies, effective strategies for evaluation of the efficiency and effectiveness of interventions)

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

The School will ensure that staff members receive training in:

- crisis intervention training and emergency safety intervention consistent with evidence-based practice
- development of student behavior expectations
- effective instructional practices for teaching and reinforcing behavior expectations
- effective intervention strategies
- effective strategies for evaluation of the efficiency and effectiveness of interventions.

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

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

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

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

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

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

At Tier 1, all students and staff are taught directly and formally about how to behave in safe, respectful, and responsible ways across all school settings. The emphasis is on teaching and encouraging positive social skills and character traits. Effective Tier 1 prevention strategies are intended to support most students and then to identify when more intensive and specialized (Tier

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2 and 3) is required. The strategy is not to simply increase the severity and number of punishing consequences for bullying behavior.

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

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

Notice to Employees

The administration will distribute this Plan to employees by e-mail at the beginning of each school year and to each new employee upon hire.

Gang Prevention and Intervention

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

Reports Received Through the School Safety and Crisis Line

The School may receive a report through the School Safety and Crisis Line established under Utah Code § 53A-11-1503(3), regarding (i) unsafe, violent, or criminal activities, or the threat of such activities at or near a public school; (ii) incidents of bullying, cyber-bullying, harassment, or hazing; and (iii) incidents of physical or sexual abuse committed by a school employee or school volunteer; or involving situations where there is a need for crisis intervention, including suicide prevention, to individuals experiencing emotional distress or psychiatric crisis. In the event the School receives such a report, appropriate school personnel will investigate the matter and provide support and help.

Protections for Students with a Disability

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

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Discipline Data (NORTH):

Gender	Grade	Race	SpEd	Reason	OSS	Length of Time	Referred to Board
F	6	WH	N	Sexual Inappropriateness	Y	1	No
F	6	WH	N	Bullying on basis of sex	Y	1	No
M	5	WH	Y	Sexual Inappropriateness	Y	1	No
M	2	WH	Y	Fighting with Student	Y	1	No
M	4	WH	N	Fighting with Student	Y	1	No
F	4	WH	N	Sexual Inappropriateness	Y	1	No
M	4	WH	N	Disrespecting Student	Y	1	No
M	4	WH	N	Fighting with Student	Y	1	No
M	3	WH	Y	Fighting with Student	Y	1	No
M	2	WH	Y	Fighting with Faculty	Y	3	No
F	4	WH	N	Bullying	Y	1	No
M	3	WH	N	Fighting with Student	Y	1	No
M	3	WH	N	Weapon Possession	Y	1	No

Discipline Data (ANTELOPE):

Gender	Grade	Race	SpEd	Reason	OSS	Length of Time	Referred to Board
M	8	WH	N	Disruptive Behavior	Y	2	No
M	8	WH	N	Disruptive Behavior	Y	2	No
M	5	WH	N	Threat/Intimidation	Y	1	No
F	9	WH	N	Fighting with Student	Y	3	No
M	9	WH	N	Weapon Possession	Y	3	No
M	5	WH	N	Threatening Bodily Harm	Y	3	No
M	9	WH	N	Horseplay Resulting in Injury	Y	1	No
M	9	WH	N	Threat/Intimidation	Y	1	No
M	8	WH	N	Fighting with Student	Y	2	No
M	9	WH	Y	Horseplay Resulting in Injury	Y	3	No
M	7	MU	N	Defiance of Authority	Y	1	No
M	7	WH	Y	Disruptive Behavior	Y	3	No
M	8	WH	N	Disruptive Behavior	Y	2	No
M	9	WH	N	Threatening Bodily Harm	Y	2	No
M	9	WH	N	Sexual Harrassment	Y	5	No
M	9	WH	N	Sexual Harrassment	Y	5	No
M	8	WH	N	Fighting with Student	Y	3	No
M	8	WH	N	Threat/Intimidation	Y	2	No
M	8	WH	Y	Threat/Intimidation	Y	6	No
M	8	WH	N	Tobacco Use	Y	2	No
F	7	WH	N	Fighting with Student	Y	3	No
M	9	WH	N	Weapon Possession	Y	5	No
F	7	WH	Y	Threatening Bodily Harm	Y	1	No
M	7	WH	N	Physical Agression	Y	3	No

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Syracuse Arts Academy Arrest Reporting Policy



POLICY

The Board of Directors of the School recognizes the importance of receiving information regarding arrests of employees that are not licensed by the Utah State Office of Education in order to assist the School in adequately safeguarding the safety of students.

The Lead Director of the School will therefore establish administrative procedures that comply with the requirements of Utah Administrative Code R277-516-4.

The Board acknowledges the requirement that Board Members report arrests and convictions as set forth in R277-516-5.C.

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Arrest Reporting Administrative Procedures

These procedures are established in order to comply with the Arrest Reporting Policy adopted by the School's Board of Directors.

Required Reports

(a) Non-USOE-licensed employees of the School, (b) volunteers, (c) Board Members, and (d) any School employees who drive a motor vehicle as part of their employment responsibilities must report to the Principal information regarding the following matters:

- Convictions, including pleas in abeyance and diversion agreements;
- Any matters involving arrests for alleged sex 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 Title 76, Chapter 5 (i.e., assault, battery, etc.)

Timeline for Reports

Current employees of the School must provide the required reports to the Lead Director and Campus Principal within seven (7) days of receiving notification of this policy. Thereafter, employees of the School must submit required reports to the Lead Director and Campus Principal within seven (7) days of the event necessitating the report. New employees of the School must report this information prior to commencing work for the School.

Procedure for Review of Reports

The Lead Director and Campus Principal will review and investigate all reports received pursuant to the policy and determine whether any employment action is necessary to protect the safety of students.

The Lead Director and Campus Principal will maintain the confidentiality of the information submitted and only share such information with individuals who have a legitimate need to know. Information regarding the reports, the results of any investigation, the determination and any action taken will be maintained in a separate, confidential employment file. These records will only be kept as long as the Lead Director determines it is necessary to protect the safety of students.

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Required Action

Any individual who reports a matter involving alleged sex offenses or other alleged offenses which 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, or operating or maintaining school vehicles during the period of investigation.

Training

The Lead Director will ensure that individuals subject to this policy receive appropriate training regarding their arrest reporting obligations.

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Utah Open & Public Meetings Act Annual Training Materials

DEFINITIONS

Public Policy: it is the intent of the Open and Public Meetings Act (the “Act”) that public bodies take their actions *and* conduct their deliberations openly.

A “**Meeting**” is defined as (i) the “convening” of a public body (ii) with a “quorum” present. This includes a workshop or an executive session, whether in person or by means of electronic communications.

Electronic Message Transmissions. The Act does not restrict a board member from transmitting an electronic message to other board members at a time when the board is not convened in an open meeting. (Remember, electronic messages are subject to the Government Records Access Management Act and the Act’s definition of a “meeting.”)

“**Convening**” means the calling together of the board by a person authorized to do so for the purpose of discussing, receiving comments from the public about, or acting upon a matter over which the board has jurisdiction or advisory power.

A “**Quorum**” is defined by the organization’s bylaws.

NOTICE REQUIREMENTS

Notice of public meetings must be: (i) posted at the principal office, or if that does not exist, at the building where the meeting is to be held; (ii) posted on the Utah Public Notice Website (www.utah.gov/pmn/); and (iii) provided to newspaper/media (accomplished by posting on the Utah Public Notice website).

- 1) Notice must be provided no less than 24 hours prior to the meeting.
- 2) Notice must include the meeting agenda, date, time, and place.
- 3) Annual Notice. If regular meetings are scheduled in advance over the course of a year, the board must give notice at least once each year of its annual schedule (date, time, place).
- 4) Agendas. The agenda must provide reasonable specificity of each topic that will be considered at the board meeting.

Public Comment. At the discretion of the board chair, a topic raised by the public can be discussed during the meeting even if it was not included on the agenda. However,

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the board cannot take final action on a topic unless it was included on a properly noticed agenda.

- 5) Emergency Meetings. If the board holds an “emergency meeting,” as defined by §52-4-202(5), the notice requirements above do not apply. Emergency meetings are limited to unforeseen circumstances that require immediate consideration, and the best practicable notice is still required.

ELECTRONIC MEETINGS - A board can hold an electronic meeting if it has adopted a resolution/rule/ordinance governing the use of electronic meetings (satisfied by adopting Electronic Meetings Policy).

- 1) Electronic Meeting Notice Requirements. In addition to the public notice requirements for a regular meeting, notice for an electronic meeting must also include: (i) written notice at the anchor location (unless no anchor location exists in accordance with the exception below); and (ii) 24 hr. minimum notice to board members with a description of how they will be connected to the meeting.
- 2) Anchor Location Requirements. When holding an electronic meeting, the board must identify an “anchor location” and provide space where members of the public can attend the open portions of the meeting. The anchor location must be in the building/location where the board would normally meet if they were not holding an electronic meeting.

Exception to Anchor Location Requirement: No anchor location is required if the board chair determines: (i) that having an anchor location presents a substantial risk to the health or safety of those present at the anchor location; or (ii) the location where the board would normally meet has been ordered closed for public health/safety reasons. If no anchor location will be made available under this exception, the public notice for the meeting must include a statement of the chair’s risk determination, a summary of the facts supporting the determination, and information on how the public can attend electronically. The determination is valid for 30 days.

REQUIRED OPEN MEETING RECORDS - Written minutes and a recording shall be kept for all open meetings.

- 1) Written Minutes. Minutes must include the following:
 - a) the date, time and place of the meeting;
 - b) the names of members present and absent;
 - c) the substance of all matters proposed, discussed or decided (or audio link);
 - d) a record, by individual member, of each vote taken;
 - e) the name of any person who provides comments to the board, as well as a brief summary (or audio link) of their comment; and

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- f) any information that a board member asks to be entered in the minutes.

Note: Pending minutes must indicate they are not approved.

- 2) Audio Recording. The board must maintain a complete and unedited recording of all open portions of each meeting.

Note: members of the public can record the meeting so long as it does not interfere with the meeting.

- 3) Public Availability of Records:

- a) *Pending Minutes*: must be made available within a reasonable time after the meeting.
- b) *Approved Minutes & Meeting Materials*: within three (3) business days after approving written minutes, the board must: (i) post the approved minutes *and* meeting materials distributed at the meeting to the Public Notice Website; and (ii) make both available at the primary office.

Note: If an individual presents or provides electronic information related to an agenda item, the board shall require a copy to be included in the public record.

- c) *Recording*: within three (3) business days, make the audio recording available to the public.

CLOSED SESSION REQUIREMENTS - A meeting is open to the public unless closed under §52-4-204, -205, -206.

- 1) A meeting may be closed to the public by a 2/3 majority vote to close.
- 2) Closed Session Voting. No vote can be taken in a closed meeting, except for a vote to end the closed meeting and return to an open meeting (requires a majority vote).
- 3) Permissible Reasons for Closed Session. Discussions regarding: an individual's character, competence, mental health; collective bargaining; pending or imminent litigation; sale/purchase of real property; security personnel, devices or system discussions; investigative proceedings for criminal misconduct; or when acting as the evaluation committee, protest officer, or appeals committee under the procurement code.
- 4) Public Record of Closed Session. The public minutes and recording must include: (i) the reason(s) for holding the closed session; (ii) the location; and (iii) the vote, by name, of all members for or against closing the meeting.
- 5) Closed Session Records:
 - a) *Recording Requirement*. Closed meetings must be recorded in their entirety *unless* the meeting was closed to discuss: (i) the character, professional competence or physical/mental health of an individual; or (ii) to discuss security personnel, devices or systems.

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The closed session recording must include: (i) the date, time and place of the closed meeting; (ii) the names of members present and absent; and (iii) the names of all others present in the closed session unless disclosure infringes on the confidentiality purposes of the closed meeting.

Note: if the meeting was not recorded under the exceptions noted above, the board chair/president must sign a sworn statement affirming that the sole purpose for closing the closed meeting was to discuss one of the exempt purposes.

- b) Closed session minutes are optional.
- c) Closed session recordings and minutes are “protected records” under Utah’s Government Records Access Management Act.

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