



Board Meeting Packet

Founded upon Montessori philosophy, the mission of Mountain West Montessori Academy is to facilitate student-centered learning and intellectual curiosity through an individualized and interdisciplinary curriculum, hands-on experience, and community involvement.

June 27, 2022

Mountain West Montessori Academy Annual Board Meeting Agenda Monday, June 27, 2022

Location: MWMA Library, 4125 W. Foxview Drive, South Jordan, UT 84009



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

Founded upon Montessori philosophy, the mission of Mountain West Montessori Academy is to facilitate student-centered learning and intellectual curiosity through an individualized and interdisciplinary curriculum, hands-on experience, and community involvement.

AGENDA

2021-2022 BOARD PRIORITIES

Safely Re-Engage in Hands-On & Experiential Learning Experiences
Implement Computer Science Initiative
Continue Improvement of Literacy Instruction & Outcomes

5:00 PM – INTRODUCTORY ITEMS

- Call to Order – Steve Barnes
- School Mission

PUBLIC COMMENT (Items Not on the Agenda – Limit 3 Minutes)

- [Amend 2021-2022 School Fee Schedule](#)
- [Amend 2022-2023 School Fee Schedule](#)

BOARD TRAINING

- [Annual Policies, Plans & Procedures Training](#) – Brandon Fairbanks
- [Annual Open & Public Meetings Act Training](#) – Brandon Fairbanks
- [Annual Fraud Risk Assessment Review](#) – Cathie Hurst
 - [Sign Annual Statement of Ethical Behavior](#)

CONSENT ITEMS

- May 23, 2022 Electronic Board Meeting Minutes

VOTING ITEMS

- [2021-2022 Final Amended Budget](#) – Cathie Hurst
- [2022-2023 Annual School Budget](#) – Cathie Hurst
- [2022-2023 Sex Ed Instruction Committee](#) – Angie Johnson
- [Amend 2021-2022 School Fee Schedule](#) – Angie Johnson
- [Amend 2022-2023 School Fee Schedule](#) – Angie Johnson

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.

- [Ratify Board Members and Their Terms](#)– Steve Barnes
- Nominate and Elect Board Officers – Steve Barnes

5:45 PM – BREAK

STRATEGIC BOARD TRAINING

- [State of the School](#) – Angie Johnson
 - Review Positive Behavior Plan
- Set 2022-2023 Board Priorities
- Strengths of the Board
- Opportunity for Growth
- Strengths of the Administration Team
- Opportunities for Growth
- Team Building Activity

DISCUSSION ITEMS

- [Set 2022-2023 Annual Board Meeting Schedule](#) – Dawn
- Calendaring – ALL
 - Next Pre-Board Meeting – August 10th @ 5:00 p.m.
 - Next Board Meeting – August 22nd

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

8:00 PM – ADJOURN

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.

[Back to Agenda](#)

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 (6-21-21)	Board
Cash Handling	Annually	LEA
Donation and/or Fundraising	Annually (8-22-13)	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 (3-28-22)	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 (8-24-20)	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	Annually (8-24-20)	Board
Out-of-school suspensions and expulsions data		

<u>PPP Required by Law to be Re-Approved</u>	<u>Frequency</u>	<u>Approver</u>
Electronic Resources or Devices ¹	Once every 3 years (2-24-14)	Board
Fee Waiver ²	Annually (3-28-22)	Board
Parent and Family Engagement ³	Every 2 years (10-29-18)	Board
Wellness ⁴	Once every 3 years (8-24-20)	Board

<u>Other Required Trainings</u>	<u>Frequency</u>	<u>Reviewer</u>
Arrest Reporting Policy	Annually (6-21-21)	Board
Open & Public Meetings Act	Annually (9-27-21)	Board
Fraud Risk Assessment/Ethical Behavior	Annually (6-21-21)	Board
Fraud Risk Online Training https://training.auditor.utah.gov	Every (4) years (2020-2021) (New board members within 6 mos of being on board)	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.

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.

[Back to PPP](#)

Mountain West Montessori Academy Attendance Policy

Adopted: January 28, 2014

Amended: December 3, 2018

Amended: October 26, 2020



POLICY

Mountain West Montessori 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 that the student is absent.

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

The 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.

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.



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) b) mental or behavioral health of the school-age child;
- c) a death of a family member or close friend;
- d) scheduled family event or a scheduled proactive visit to a health care provider in accordance with Section 53G-6-803(5); a family emergency;
- e) an approved school activity;
- f) a preapproved extended absence for a family activity or travel, consistent with school policy; or
- g) an absence permitted by an individualized education program or Section 504 accommodation plan, developed pursuant to relevant law.

The Director 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 minor'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 amount of time

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.

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.

Excused absences may become unexcused if the Director determines that absences have reached an excessive level and are adversely impacting the student's education

Preapproved Extended Absence: A parent/guardian may request approval from the Director prior to a student's extended absence of up to ten (10) days per school year. The Director will approve the absence if the Director 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 time-frame 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 a total of nine (9) tardies 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. If the maximum limit for unexcused absences or tardiness is reached, the Director will attempt to schedule a meeting with the parents to review the situation and will outline the appropriate corrective action. Middle school students with excessive absences and tardies may be required to come to Attendance School (outside of regular school hours) where they will make up instructional time with their teachers.

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.

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.

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 Director and Board 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 recklessly 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 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 Subsection 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.

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.

- 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 Director 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.
- The Director 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 Director 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 Principal and Board 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 Principal within ten (10) days of being issued.

Referrals for Habitual Truancy

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.

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 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.

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.

[Back to PPP](#)

Frequency: Annually

Reviewer: Board

The School will seek to accurately monitor and record attendance information, annually review attendance data, and consider revisions to the attendance policy and procedures to encourage student attendance.

OVERVIEW

All LEAs must have an attendance policy. This policy describes the importance of students attending school regularly and on time and is meant to be consistent with Utah’s compulsory education laws. This policy instructs the Director to establish procedures related to attendance and truancy that meet the requirements of applicable law. This policy also directs the board to review this policy each year, as is required by Utah law. The Board shall also annually review attendance data and consider revisions to this policy to encourage student attendance.

School Attendance					
Mountain West LEA Admin					
Date: 6/13/2022					
From: 8/9/2021 To: 6/13/2022					
School	Classes Enrolled	Classes Attended	Attendance Percentage	Classes Absent	Absent Percentage
Mountain West Montessori Academy	134,105	122,181	91.11%	11,924	8.89%
Overall Totals:	134,105	122,181	91.11%	11,924	8.89%

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.

[Back to PPP](#)

**Mountain West Montessori Academy
Donation & Fundraising Policy
Adopted: August 22, 2013**



Although Mountain West Montessori 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 Director is also responsible for ensuring that donor restrictions on accepted donations are complied with and that compliance can be verified. The Director will ensure that charitable donation receipts are provided to donors as necessary.

The Director must approve voluntary donations from private individuals or organizations 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 individuals or organizations in excess of \$10,000. The School may not accept donations with the condition that the donations 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.

The Director 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 the School's Director or Board of Directors that support the School or authorized curricular

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.

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 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 School's Director for approval.
4. The Director 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 the Director.
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 Director.
10. The Director 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.

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.

11. All funds raised through school-sponsored fundraising activities are considered public funds and will be handled accordingly. The Director 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 Director will ensure that charitable donation receipts are provided as necessary.
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 the Director 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 Director'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 Director 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.

The Director 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.

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.

[Back to PPP](#)

Mountain West Montessori Academy
Sex Education Instruction Policy
Approved: January 28, 2014
Amended: December 3, 2018



POLICY

The purpose of this policy is to ensure that the Sex Education Curriculum taught at Mountain West Montessori Academy (the “School”) is compliant with state law. The School will comply with applicable state law regarding the presentation of sex education instruction or instructional programs.

"Sex education instruction or instructional programs" means any course, unit, class, activity or presentation that provides instruction or information to students about sexual abstinence, human sexuality, human reproduction, reproductive anatomy and/or physiology, pregnancy, marriage, childbirth, parenthood, contraception, HIV/AIDS, sexually transmitted diseases, or refusal skills, as defined in Utah Code § 53G-10-402. While these topics are most likely discussed in courses such as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this policy applies to any course or class in which these topics are the focus of discussion.

Every two years the Board of Directors will (a) review this policy; and (b) review data for the county in which the School is located regarding teen pregnancy, child sexual abuse, sexually transmitted diseases and sexually transmitted infections, and the number of pornography complaints or other instances reported in the School.

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.



Sex Education Instruction Administrative Procedures

These administrative procedures are established pursuant to the Sex Education Instruction Policy adopted by the School's Board of Directors.

In accordance with state law, all sex education instruction or instructional programs will comply with the requirements of Utah Code § 53G-10-402 through -403 and Utah Admin Code R277-474. Specifically, the School will:

- teach sexual abstinence before marriage and fidelity after marriage as methods for preventing certain communicable diseases;
- teach personal skills that encourage individual choice of abstinence and fidelity; and
- obtain prior parental consent before any sex education instruction, maturation program, or other instructional program.

The Director will establish a curriculum materials review committee composed of parents, school employees, and others selected by the Director. If possible, the committee will also include health professionals and school health educators. The 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. If the School's Board of Directors is composed of a majority of parents, it may elect to act as the committee.

The curriculum materials review committee will meet on a regular basis, as determined by the members of the committee, select officers for the committee and designate a committee chair, and comply with the Open and Public Meetings Act. The committee will review and make recommendations to the School's Board of Directors regarding instructional materials to be used by the School in connection with sex education instruction or a maturation education program. Program materials and guest speakers supporting instruction on these topics must also be reviewed and approved by the curriculum materials review committee.

Instructional materials used by the School in connection with sex education instruction or a maturation education program must be approved by the School's Board of Directors. These materials will comply with the requirements of applicable law and will be available for parents to review for a reasonable period of time prior to consideration for adoption by the Board of Directors.

The following topics may not be taught in the School:

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.

- The intricacies of intercourse, sexual stimulation or erotic behavior;
- The advocacy or encouragement of the use of contraceptive methods or devices; or
- The advocacy of premarital or extramarital sexual activity.

The School will comply with the Utah Family Educational Rights and Privacy Act, Utah Code § 53E-9-202 through -203 and obtain parental consent prior to any sex education instruction, maturation education, or other instructional program. At no time will a student be in the classroom during any sex education instruction, maturation education, or other instructional program unless an approval form signed by the student's parent/guardian is on file. The parental notification form will:

- a) explain a parent's right to review proposed curriculum materials in a timely manner;
- b) request the parent's permission to instruct the parent's student in identified course material related to sex education or maturation education;
- c) allow the parent to exempt the parent's student from attendance for a class period where identified course material related to sex education instruction or maturation education is presented and discussed;
- d) be specific enough to give parents fair notice of topics to be covered;
- e) include a brief explanation of the topics and materials to be presented and provide a time, place and contact person for review of the identified curricular materials;
- f) be retained on file with affirmative parental consent for each student prior to the student's participation in discussion of issues protected under Section 53G-10-402; and
- g) be maintained at the School for a reasonable period of time.

Instructors may not intentionally elicit comments or questions about matters subject to parental consent requirements. Additionally, instructors' responses to questions spontaneously raised by students must be brief, factual, objective and in harmony with content requirements of this policy and state law. Responses must also be age appropriate and limited in scope to that reasonably necessary under the circumstances.

The School will ensure that all educators with any responsibility for any aspect of sex education instruction will receive appropriate professional development outlining the sex education curriculum and the criteria for sex education instruction. The School will ensure that educators receive this professional development at least once every three years. Additionally, the School will ensure that such educators are familiar with requirements of the Utah Family Educational Rights and Privacy Act.

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.

[Back to PPP](#)

Policy Review Frequency: Every two years

Policy Reviewer: Board

Every two years (starting 2020) the Board of Directors will (a) review this policy; and (b) review data for the county in which the School is located regarding teen pregnancy, child sexual abuse, sexually transmitted diseases and sexually transmitted infections, and the number of pornography complaints or other instances reported in the School.

Committee Approval Frequency: The School's Board of Directors will review and approve the membership of the committee on or before August 1 each year.

The curriculum materials review committee will meet on a regular basis, as determined by the members of the committee, select officers for the committee and designate a committee chair, and comply with the Open and Public Meetings Act. Curriculum materials review committee appointed by board. An LEA's curriculum materials review committee shall include parents, health professionals, school health educators, and administrators, with at least as many parents as school employees.

Curriculum Approval Frequency: Annually

Instructional materials used by the School in connection with sex education instruction or a maturation education program must be approved by the School's Board of Directors in an Open Meeting.

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.

UTAH ADOLESCENT BIRTH DATA 2019

Table 1: Utah Adolescent Birth Rates Age 15-19 by Local Health District per 1,000 Females, 2019

Location	Rate per 1,000 females aged 15-19
TriCounty LHD	22.1
Southeast Utah LHD	18.8
San Juan LHD*	16.6
Weber-Morgan LHD	15.1
Salt Lake County LHD	14.8
Central Utah LHD	13.6
Southwest Utah LHD	13.0
Tooele County LHD	12.6
Bear River LHD	10.9
Wasatch County LHD	9.5
Davis County LHD	8.8
Utah County LHD	7.6
Summit County LHD*	6.9
State of Utah	12.0
U.S. (2018)	17.4

*Interpret with caution. Small numbers may affect the reliability of this information.
 Source: Data are from Utah Department of Health. IBIS-PH ibis.health.utah.gov (downloaded September 11, 2020). U.S. data is for 2018 and available at https://www.cdc.gov/nchs/data/nvsr/nvsr68/nvsr68_13-508.pdf

Table 2. Utah Adolescent Birth Rates by Small Area (Ages 15-19) per 1,000 Females, 2019			
Location	Rate	Location	Rate
West Valley (Center)	40.7	Utah County (South) V2	14.6
Salt Lake City (Glendale) V2	40.3	Hurricane/La Verkin	14.6
West Valley (East) V2	40.2	Blanding/Monticello	14.1
Daggett and Uintah County	32.3	Layton/South Weber	14.0
Taylorsville (East)/Murray (West)	32.3	North Salt Lake	13.5
Salt Lake City (Rose Park)	30.5	Wasatch County	13.0
Midvale	29.7	Roy/Hooper	12.8
South Salt Lake	29.6	North Logan	12.3
Ben Lomond	29.4	Summit County (East)	12.0
Kearns V2	29.3	Washington City	11.4
Murray	28.4	Orem (West)	11.0
West Valley (West) V2	27.7	West Jordan (West)/Copperton	11.0
San Juan (Other)	26.2	Spanish Fork	10.4
Ogden (Downtown)	26.0	Sandy (Center) V2	10.3
Tremonton	26.0	Eagle Mountain/Cedar Valley	10.3
Provo (West City Center)	25.1	Orem (East)	9.8
Richfield/Monroe/Salina	24.7	Lehi	9.4
Magna	23.8	Smithfield	9.3
Duchesne County	23.6	Ivins/Santa Clara	8.6
Orem (North)	21.3	Holladay V2	7.7
Emery County	21.0	Bountiful	7.7
Delta/Fillmore	20.0	Sanpete Valley	7.7
Southwest LHD (Other)	19.8	Logan V2	7.3
Riverdale	19.8	Woods Cross/West Bountiful	7.2*
West Jordan (Northeast) V2	19.6	Herriman	7.1
Grand County	19.1	Saratoga Springs	7.0
Clearfield Area/Hooper	19.1	Provo (East City Center)	6.7
Washington County (Other) V2	19.0	Syracuse	6.6
Central (Other)	19.0	South Jordan V2	6.6
Taylorsville (West)	18.5	Riverton/Bluffdale	6.5
Brigham City	18.2	Pleasant Grove/Lindon	6.4
West Jordan (Southeast)	17.9	Millcreek (South)	6.1
Sandy (West)	17.9	Cache County (Other)/Rich County (All) V2	6.0
Carbon County	17.8	Salt Lake City (Downtown) V2	5.8
Payson	17.3	Salt Lake City (Sugar House)	5.7
Hyrum	17.2	American Fork	5.6
Tooele Valley	16.9	Weber County (East)	5.4
Cedar City	16.9	Farmington	5.3
South Ogden	16.8	Draper	5.1
Box Elder County (Other) V2	15.9	Kaysville/Fruit Heights	5.1
St. George	15.9	Mapleton	5.1*
Nephi/Mona	15.7	Centerville	5.0*
Tooele County (Other)	15.5	Salem City	4.9*
Springville	15.0	Cottonwood	4.6

Sandy (Northeast)	4.3*	
Daybreak	4.2	
Morgan County	4.0*	
Park City	3.8*	
Salt Lake City (Foothill/East Bench)	3.0*	
Millcreek (East)	3.0*	
Alpine	2.3*	
Salt Lake City (Avenues)	2.2*	
Provo/BYU	1.7	
Sandy (Southeast)	1.5*	
Salt Lake City (Southeast Liberty)	**	
Utah (3-year average)	14.1	

Rates are based on years 2017-2019
*Small numbers make the rates unreliable and do not meet the reliability standards for the Utah Department of Health
** Suppressed
Data are from Utah Department of Health IBIS-PH ibis.health.utah.gov (downloaded September 11, 2020)

Table 3. Utah Adolescent Birth Rates, Age 15-19 Rates by Ethnicity per 1,000 Females, 2019	
Ethnicity	Rate per 1,000 Females
Hispanic Females	28.4
NonHispanic Females	8.0

Data are from Utah Department of Health IBIS-PH ibis.health.utah.gov (downloaded September 11, 2020)

Table 4. Utah Adolescent Birth Rates, Age 15-19 by Race per 1,000 Females, 2019	
Race	Rate per 1,000 Females
Other Race	38.7
American Indian or Alaska Native	23.36
Black or African American	22.62
Native Hawaiian or Other Pacific Islander	10.87
White	10.17
Asian	5.04

Data are from Utah Department of Health IBIS-PH ibis.health.utah.gov (downloaded September 11, 2020)

More detailed data can be found on Utah’s Public Health Indicator Based Information System (IBIS) (<https://ibis.health.utah.gov/topic/Index.html>) You may also contact the Maternal & Infant Health Program Epidemiologist, Nicole Stone (nstone@utah.gov or 801-273-2873), or the Teen Pregnancy Prevention Specialist, Elizabeth Gerke (egerke@utah.gov or 801-273-2870), for data specific to your area or population.

By County

Count of Victims with Supported Sexual Abuse

If youth had more than one case with at least one supported sexual abuse allegation, they were counted each time (but only once/case).

County Name	Sexual Abu..	Case End Date					
		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
BEAVER	Y	<25	<25	<25	<25	<25	<25
BOX ELDER	Y	45	44	25	51	50	48
CACHE	Y	54	72	51	80	71	82
CARBON	Y	<25	<25	<25	<25	27	<25
DAGGETT	Y			<25			<25
DAVIS	Y	171	191	163	203	195	184
DUCHESNE	Y	42	41	31	32	<25	<25
EMERY	Y	<25	<25	<25	<25	<25	<25
GARFIELD	Y	<25	<25	<25		<25	
GRAND	Y	<25	<25	<25	<25	<25	<25
IRON	Y	33	58	59	40	50	42
JUAB	Y	<25	<25	<25	<25	<25	<25
KANE	Y	<25	<25	<25	<25	<25	<25
MILLARD	Y	<25	<25	<25	<25	<25	<25
MORGAN	Y	<25		<25	<25	<25	<25
PIUTE	Y			<25			
RICH	Y		<25				<25
SALT LAKE	Y	748	753	744	690	755	763
SAN JUAN	Y	<25	<25	<25	<25	<25	<25
SANPETE	Y	37	38	29	37	51	32
SEVIER	Y	<25	<25	<25	<25	<25	<25
SUMMIT	Y	<25	<25	<25	<25	<25	<25
TOOELE	Y	48	65	64	81	73	75
UINTAH	Y	57	59	56	59	37	35
UTAH	Y	375	321	344	354	392	297
WASATCH	Y	<25	<25	<25	<25	<25	<25
WASHINGTON	Y	97	80	92	92	82	86
WAYNE	Y	<25				<25	<25
WEBER	Y	151	133	154	154	209	191

<25 broken down by Case End Date Year vs. County Name and Sexual Abuse Yn. The data is filtered on State Abrv, which keeps UT. The view is filtered on County Name, which keeps 29 of 92 members.

Grouped Counties to Show Numbers

Count of Victims with Supported Sexual Abuse

If youth had more than one case with at least one supported sexual abuse allegation, they were counted each time (but only once/case).

County Name (group) 1	Sexual Abuse Yn	Case End Date				
		FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
BEAVER, GARFIELD, IRON, KANE, PIUTE, WAYNE	Y	59	83	79	62	68
BOX ELDER	Y	45	44	25	51	50
CACHE & RICH	Y	54	73	51	80	71
CARBON, EMERY, GRAND	Y	27	31	32	43	38
DAGGETT, DUCHESNE, UINTAH	Y	99	100	88	91	59
DAVIS	Y	171	191	163	203	195
JUAB, MILLARD, TOOELE	Y	71	86	86	106	99
MORGAN, SUMMIT, WASATCH	Y	38	47	29	45	36
SALT LAKE	Y	748	753	744	690	755
SANPETE & SEVIER	Y	51	62	43	55	64
UTAH	Y	375	321	344	354	392
WASHINGTON	Y	97	80	92	92	82
WEBER	Y	151	133	154	154	209

Count of Victim Id broken down by Case End Date Year vs. County Name (group) 1 and Sexual Abuse Yn. The data is filtered on State Abrv and County Name. The State Abrv filter keeps UT. The County Name filter keeps 29 of 92 members.

Grouped Counties to Show Numbers

Count of Victims with Supported Sexual Abuse

If youth had more than one case with at least one supported sexual abuse allegation, they were counted each time (but only once/case).

County Name (group) 1	Sexual Abuse Yn	Case End ..
		FY 2020
BEAVER, GARFIELD, IRON, KANE, PIUTE, WAYNE	Y	60
BOX ELDER	Y	48
CACHE & RICH	Y	84
CARBON, EMERY, GRAND	Y	31
DAGGETT, DUCHESNE, UINTAH	Y	53
DAVIS	Y	184
JUAB, MILLARD, TOOELE	Y	97
MORGAN, SUMMIT, WASATCH	Y	44
SALT LAKE	Y	763
SANPETE & SEVIER	Y	45
UTAH	Y	297
WASHINGTON	Y	86
WEBER	Y	191

Count of Victim Id broken down by Case End Date Year vs. County Name (group) 1 and Sexual Abuse Yn. The data is filtered on State Abrv and County Name. The State Abrv filter keeps UT. The County Name filter keeps 29 of 92 members.

Table 3. Chlamydia Cases and Rates by Local Health District, Utah, 2010-2019

Local Health District	Cases										Rates per 100,000 Population									
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Bear River	238	275	295	251	267	348	354	353	394	391	143.5	164.4	175.2	147.6	155.7	200.2	199.4	195.5	214.4	209.3
Central	85	73	81	91	110	91	89	106	123	135	112.0	96.1	107.2	119.9	144.5	118.4	113.9	133.4	152.4	164.7
Davis	706	745	866	891	954	891	968	1143	1145	1155	229.3	238.9	274.1	276.5	290.2	266.3	283.9	329.7	326.1	324.9
Salt Lake	3515	3629	3932	3792	4278	4578	5107	5327	5290	5709	340.3	346.4	369.6	351.3	392.5	415.3	455.9	468.6	460.5	492.0
San Juan	N/A	N/A	N/A	N/A	N/A	55	54	60	43	55	N/A	N/A	N/A	N/A	N/A	360.9	352.3	392.7	280.0	359.3
Southeastern	103	121	147	168	126	69	69	70	100	91	182.2	214.4	259.9	299.9	225.8	171.2	171.8	176.2	250.5	226.2
Southwest	333	344	356	380	432	411	460	556	653	701	163.5	166.3	169.9	179.1	199.3	185.9	202.0	235.9	268.1	278.1
Summit	65	54	63	74	91	89	120	118	116	132	178.1	144.3	166.4	192.6	232.7	224.5	296.2	285.5	276.9	313.2
Tooele	126	134	118	141	143	164	159	194	186	188	215.4	226.4	197.4	232.5	232.7	261.8	246.1	287.5	265.8	260.2
TriCounty	83	87	90	112	136	118	124	111	147	97	159.0	163.8	164.4	197.2	233.5	197.8	215.3	197.8	261.0	171.3
Utah	720	789	791	774	940	974	1021	1180	1270	1362	138.5	148.7	146.6	140.4	167.7	170.1	173.0	194.5	204.3	214.1
Wasatch	29	34	42	38	35	29	46	42	46	57	122.7	139.3	165.7	142.9	125.8	99.6	151.4	131.7	139.1	167.2
Weber-Morgan	673	769	823	789	702	794	885	875	1043	998	278.5	315.8	334.5	317.8	280.0	312.7	342.4	332.2	389.7	366.5
Unknown	0	1	3	0	3	0	4	0	2	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Total	6,676	7,055	7,607	7,501	8,217	8,611	9,460	10,135	10,558	11,073	240.5	250.7	266.6	258.9	279.8	288.8	311.0	326.8	334.8	345.4

Note: Cases were classified by *Morbidity and Mortality Weekly Report (MMWR)* year. San Juan County has been an independent LHD since 2015. Prior to 2015, it was served by the Southeastern Utah LHD

Sources: Cases - Bureau of Epidemiology, Utah Department of Health; Population Estimates - National Center for Health Statistics (NCHS) through a collaborative agreement with the U.S. Bureau of the Census.

[Back to PPP](#)

Mountain West Montessori Academy Student Conduct & Discipline Policy

Approved: April 4, 2017

Amended: December 3, 2018

Amended: August 24, 2020



1. PURPOSE, BELIEFS, AND PHILOSOPHY

1.1 PURPOSE

The purpose of Mountain West Montessori 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

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.

- Adults will show respect for students
- Students will develop self-discipline

1.3 Procedural Philosophy

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

PROCEDURES:

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

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

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

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

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

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

Due process to protect the rights of students will include:

- All students will be treated with dignity and respect as they go through correction procedures. The administration will see to it that their rights are protected through the process. If parents feel their student has not been treated fairly, they may request a hearing with the School's Board of Directors (the "Board") in accordance with the School's Grievance Policy.

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.

- Parents will be notified when students are involved in situations that are deemed to be serious.
- Parents and students will be notified of the expectations, possible consequences, and the procedures involved in this policy at the beginning of each school year.

2. ENVIRONMENT

2.1 Safe School Environment

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

2.2 Discrimination Prohibited

It is the School's policy to provide equal educational and employment opportunity for all individuals. Therefore, the School prohibits all discrimination on the basis of race, color, religion, sex, age, national origin, disability, or veteran status. Complaints of discrimination or unfair application of this policy should be submitted pursuant to the School's Grievance Policy.

3. DEFINITIONS

3.1 Suspension

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

3.2 Expulsion

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

3.3 Change of Placement for Students with Disabilities under IDEA and Section 504

For purpose of the removal of a student with a disability from the student's current educational placement, a "change of placement" occurs if (a) the removal is for more than ten (10)

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.

consecutive school days or (b) the student is subjected to a series of removals that constitute a pattern because they total more than ten (10) school days in a school year or because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another. Any "change of placement" requires compliance with the procedures outlined in Section 10 of this policy.

3.4 Disruptive Student Behavior

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

3.5 Parent

For purposes of this policy, "parent" means (i) a custodial parent of a school-age 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;

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.

[d] possession, distribution, control, use, sale, or arranging for the sale of an alcoholic beverage as defined in Utah law;

[e] possession, distribution, control, use, sale, or arranging for the sale of cigars, cigarettes, electronic cigarettes, or tobacco, as defined by Utah Code Ann. § 76-10-101;

[f] possession, distribution, control, use, sale, or arranging for the sale of contraband, including but not limited to real, look-alike or pretend weapons, fireworks, matches, lighters, alcohol, tobacco, mace, pepper spray, laser pointers, pornography, illegal drugs and controlled substances, drug paraphernalia, or any other material or item that has caused or will imminently cause substantial disruption to school operations;

[g] inappropriate use or possession of electronic devices in class or in any other way that substantially disrupts the educational environment;

[h] any criminal activity;

[i] any serious violation involving weapons, drugs, or the use of force, including those actions prohibited in Section 4.1.2 below, that threatens harm or causes harm to the School or School property, to a person associated with the School, or property associated with any such person, regardless of where it occurs; or

[j] bullying or hazing as defined in Utah Code Ann. § 53G-9-601 and/or the School's Bullying and Hazing Policy.

4.1.2 A student shall be suspended or expelled from School for

[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

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.

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 Director, a Board member, and a teacher selected by them, accompanied by a parent or legal guardian; and

[b] The CMT shall determine:

(i) what conditions must be met by the student and the student's parent for the student to return to School;

(ii) if the student should be placed on probation in a regular school setting consistent with Utah Code Ann. § 53G-8-208, and what conditions must be met by the student in order to ensure the safety of students and faculty at the School; and

(iii) if it would be in the best interest of both the School and the student to modify the expulsion term to less than a year 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:

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.

[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

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.

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

4.5 Gangs

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

4.5.1 Gang Activity and Apparel Prohibited

Students who engage in any form of gang activity on or about School property, or at any School-sponsored activity may be suspended or expelled under the terms of this policy. For the purposes of this policy, "gang activities" include, but are not limited to any of the following:

[a] Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, apparel, emblems, badges, tattoos or manner of grooming, accessories, symbols, signs, or other thing which is evidence of membership in or affiliation with any gang;

[b] Committing any act or omission or using any speech, either verbal or nonverbal, (flashing signs, gestures, hand shakes, etc.) that demonstrates membership in or 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.

4.5.3 Consultation with Law Enforcement Authorities

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.

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) School Days or Less for Regular Education Students

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

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

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.

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

5.3 Authority to Suspend for Longer than Ten (10) Days or Expel for Regular Education Students

Subject to the requirements for due process set forth in Section 9, below, the Director may suspend a regular education student for longer than ten (10) days or expel a regular education student.

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

5.3.1 Parental Responsibility

If a student is suspended for a period longer than ten (10) days or expelled, the student's parent or legal guardian is responsible for undertaking an alternative education plan that will ensure that the student's education continues during the period of expulsion. The parent or guardian shall work with designated School officials to determine how the student's education will continue through private education paid for by the parents, an alternative program offered by the local school district, or other alternatives which will reasonably meet the educational needs of the student. Costs of educational services which are not provided by the School are the responsibility of the student's parent or guardian.

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

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

5.4 Authority to Institute Change of Placement for Student with Disabilities

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

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.

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

6.1 Efforts to Resolve Disruptive Student Behavior Problems

6.1.1 Information About Resources. The School will provide to a parent of a student who engages in disruptive student behavior a list of resources available to assist the parent in resolving the student’s disruptive behavior problem.

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

6.2 Notice of Disruptive Student Behavior

6.2.1 Authorization. The Director is authorized to issue notices of disruptive student behavior to students who are qualifying minors.

6.2.2 Criteria for Issuing Notice. The Director will issue a “notice of disruptive student behavior” to a qualifying minor who:

[a] engages in “disruptive student behavior” that does not result in suspension or expulsion three times during the school year; or

[b] engages in disruptive student behavior that results in suspension or expulsion once during the school year.

6.2.3 Contents of Notice. The notice of disruptive student behavior will:

[a] require the qualifying minor and a parent of the qualifying minor to whom the notice is issued to (i) meet with School authorities to discuss the qualifying minor's disruptive student behavior; and (ii) cooperate with the Director and the Board in correcting the student's disruptive student behavior; and

[b] be mailed by certified mail to, or served in person on, a parent of the qualifying minor.

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

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.

6.3 Habitual Disruptive Student Behavior Notice

6.3.1 Criteria for Issuing Notice. The Director may issue a “habitual disruptive student behavior notice” to a qualifying minor who:

[a] engages in disruptive student behavior that does not result in suspension or expulsion at least six times during the school year;

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

[c] engages in disruptive student behavior that results in suspension or expulsion at least twice during the school year.

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

6.4 Responses to School-Based Behavior

6.4.1 Definitions.

[a] “Mobile crisis outreach team” means a crisis intervention service for minors or families of minors experiencing behavioral health or psychiatric emergencies.

[b] “Restorative justice program” means a school-based program or a program used or adopted by a school that is designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school.

[c] “Youth court” means the same as that term is defined in § 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.

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:

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.

[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 Director or the Director'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:

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;

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.

- 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 Director shall notify the student's custodial parent or guardian of the following without delay: that the student has been suspended, the grounds for the suspension, the period of time for which the student is suspended, and the time and place for the parent or guardian to meet with the Director to review the suspension.

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

8.2.1 Section 8.2 does not apply to the portion of School records which would disclose any information protected under a court order.

8.2.2 The custodial parent is responsible to provide the School a certified copy of any court order under subsection 8.2.1.

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

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.

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

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

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

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

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

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

9.2 Notice to Student and Parent/Guardian

During the meeting required in Section 9.1, the Director shall provide the student's parent or guardian with written notice that includes all of the following elements (or, if the student's parent or guardian refuses to meet, the Director shall send the notice by certified mail, return receipt requested, to the student's parent or legal guardian within ten (10) school days after the suspension or expulsion began):

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

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

9.2.3 a statement that a due process hearing may be requested by providing the Director with written notice within ten (10) school days of the parent or guardian's receipt of the notice;

9.2.4 a statement that, if a due process hearing is requested, the Board, even though less than a quorum, will conduct the hearing;

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.

9.2.5 a statement that the suspension or expulsion is taking effect immediately and will continue for the stated period unless a due process hearing is requested in a timely manner and the Board determines otherwise;

9.2.6 the mailing date of the notice; and

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

9.3 Hearing Procedures

If a Due Process Hearing is requested in response to the notice sent pursuant to Section 9.2 of this policy, the following procedures shall apply:

9.3.1 After receipt of the request, the School shall schedule a hearing as soon as possible but not later than ten (10) school days following receipt of the request unless the student's parent or guardian agrees otherwise.

9.3.2 A written Hearing Notice shall be sent to the parent or guardian informing the parent or guardian that the Due Process Hearing will be conducted before the Board and of the following information:

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

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

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

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

9.3.3 The Board shall conduct the Due Process Hearing on the record and shall:

[a] ensure that a written record of the Hearing is made, a copy of which shall be provided to all parties upon request, with the cost borne by the School;

[b] consider all relevant evidence presented at the Hearing;

[c] allow the right to cross-examination of witnesses, unless the Board chairman determines that this right should be limited to protect student witnesses from ostracism, retaliation or reprisal;

[d] allow all parties a fair opportunity to present relevant evidence; and

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.

[e] issue a written decision including findings of fact and conclusions.

9.3.4 Hearing Rules

Formal Rules of Evidence do not apply to the Due Process Hearing, and no discovery is permitted. However, the following rules will apply:

[a] parties may have access to information contained in the School's files to the extent permitted by law;

[b] hearings shall be closed to the press and the public;

[c] documents, testimony, or other evidence submitted by the parties after the hearing will not be considered by the Board; and

[d] the Board may excuse witnesses or parties or suspend or terminate a hearing if persons involved in the hearing are abusive, disorderly, disruptive, or if they refuse to abide by the rules and orders of the Board.

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

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

10.1 Required Services

10.1.1 504 and ADA Students

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

10.1.2 IDEA

A school need not provide services during periods of removal to a student with a disability under IDEA who has been removed from his or her current placement for ten (10) school days or less in that school year if services are not provided to a student without disabilities who has been similarly removed.

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.

If a student with a disability under IDEA has been removed from his or her current placement for more than ten (10) school days in the same school year, for the remainder of the removals the School shall provide services to the extent necessary to enable the student to progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals set out in the student's IEP.

10.2 Change of Placement for Weapons, Drugs, or Serious Bodily Injury

A student's IEP team may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days, if:

10.2.1 The student carries a weapon to or possesses a weapon at School, on School premises, or to or at a School-sponsored activity; or

10.2.2 The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School, on School premises, or at a School-sponsored activity; or

10.2.3 The student has inflicted serious bodily injury upon another person while at School, on School premises, or at a School-sponsored activity.

10.3 Change of Placement Due to Student's Serious Misconduct

School officials may request an expedited due process hearing in order to change the placement of a student with a disability to an appropriate interim alternative educational setting, recommended by the student's IEP team, for not more than forty-five (45) days. A hearing officer may order such a change, if he/she:

10.3.1 Determines that School officials have demonstrated by substantial evidence that maintaining the current placement of a student is substantially likely to result in injury to the student or others;

10.3.2 Considers the appropriateness of the student's current placement;

10.3.3 Considers whether School officials have made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and

10.3.4 Determines that the interim alternative educational setting being recommended by School officials (1) has been selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student

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.

to meet the goals set out in that IEP: and (2) includes services and modifications designed to address the behavior at issue so that it does not recur.

10.4 Parental Notice

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

10.5 IEP Meetings for Manifestation Determination

10.5.1 Immediately, if possible, but in no case later than ten (10) school days after the date on which the decision is made to remove the student from the current placement, a review must be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action.

10.5.2 The manifestation review must be conducted by the student's IEP team and other qualified School personnel.

10.5.3 In conducting the manifestation review, the IEP team may determine that the behavior of the student was not a manifestation of student's disability only if the IEP team:

[a] First considers, in terms of behavior subject to disciplinary action, all relevant information, including:

(i) Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the student;

(ii) Observations of the student; and

(iii) The student's IEP and placement; and

[b] Then determines whether:

(i) The conduct in question was caused by or had a direct and substantial relationship to the child's disability; or

(ii) The conduct in question was the direct result of the School's failure to implement the student's IEP.

10.5.4 If the IEP team determines that either of the standards above was met, the behavior must be considered a manifestation of the student's disability.

10.5.5 Determination that Behavior was not Manifestation of Disability

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.

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

10.5.6 Determination that Behavior was Manifestation of Disability

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

10.6 IEP Meetings for Functional Behavioral Assessments

10.6.1 Post-Discipline Functional Behavioral Assessments

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

10.6.2 Pre-Discipline Behavioral Intervention Plans

If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

10.7 Placement During Appeals and Stay Put

10.7.1 If a parent requests a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student must remain subject to the disciplinary action pending the decision of the hearing officer or until the expiration of the forty-five (45) day period, whichever occurs first, unless the parent and School officials agree otherwise.

10.7.2 If a student is placed in an interim alternative educational setting and School personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the student must remain in the current placement (the student's placement prior to the interim alternative education setting), unless School officials succeed in getting an order through an expedited hearing as described in Section 10.3.

11. ADMINISTRATIVE STUDENT CONDUCT AND DISCIPLINE PLAN

11.1 Elements of Plan

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.

The Director will develop, with input from administration, instruction and support staff, students, parents, and other community members, a Student Conduct and Discipline Plan. The plan shall be comprehensive, clearly written, consistently enforced, and include the following elements:

11.1.1 written standards for student behavior expectations, including school and classroom management;

11.1.2 effective instructional practices for teaching student expectations, including:

[a] self-discipline;

[b] citizenship;

[c] civic skills; and

[d] social 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;

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.

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

[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 § 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.

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.

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)

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

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

14. INVESTIGATIONS

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

14.1 General Investigation Guidelines for Director

The Director has the authority and duty to conduct investigations and to question students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. The Director shall conduct investigations according to the following general guidelines:

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

14.1.2 The Director shall separate witnesses and offenders in an attempt to keep witnesses from collaborating their statements and have all parties provide separate statements concerning the incident under investigation; written statements are preferable, if possible.

14.1.3 The Director shall advise students suspected of wrongdoing orally or in writing of the nature of the alleged offense.

14.1.4 Students must be provided an opportunity to give their version of the incident under investigation; however, refusals to respond or provide information should be respected.

14.1.5 When questioning students as part of an investigation, School staff should have another adult present whenever possible.

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.

14.1.6 The Director shall accommodate students with disabilities and young children unable to write their own statements through use of tape recorders, scribes, etc.

14.1.7 All students involved in the investigation shall be instructed that retaliation is prohibited. Any act of reprisal against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing is strictly prohibited and subject to disciplinary action.

14.1.8 When the investigation is completed and if it is determined that disciplinary action may be in order, due process requirements must be met. Specifically, the student must be given proper notice of the charges against him/her and the disciplinary action being recommended, as well as a fair opportunity to present his or her version of the facts.

14.2 Coordination with Law Enforcement

The Director has the responsibility and the authority to determine when the help of law enforcement officers is necessary, as outlined in this policy and Utah State law.

14.2.1 The School administration may invite law enforcement officials to the School to:

[a] conduct an investigation of alleged criminal conduct on the School premises or during a School-sponsored activity;

[b] maintain a safe and orderly educational environment; or

[c] maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property.

14.2.2 Investigation of Criminal Conduct

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

[a] The Director shall request that law enforcement officers conduct an investigation during school hours and question students who are potential witnesses to the alleged criminal behavior.

[b] The School official shall inform the student's parent or legal guardian as soon as possible that the student may have committed a criminal act and that law enforcement authorities will be involved in the investigation.

[c] Unless circumstances dictate otherwise, questioning of the student by School officials shall not begin or continue until the law enforcement officers arrive.

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.

[d] Reasonable attempts shall be made to contact the student's parents or legal guardian who, unless an emergency exists, shall be given the opportunity to meet with the student and to be present with the student during questioning by law enforcement authorities.

[e] The Director shall document the contact or attempted contact with the student's parents or legal guardian. If the Director cannot contact the student's parent or guardian, or if the parent or guardian is unable to be present with the student for questioning, the Director shall be present and document generally what occurs during the interview.

[f] The student shall not be questioned by law enforcement unless or until he/she has received Miranda warnings from the officer.

[g] If the parent or student refuses to consent to questioning by law enforcement authorities, the law enforcement authorities shall determine the course of action to be pursued.

14.2.3 Investigation Initiated by Law Enforcement Authorities

School officials shall cooperate with law enforcement authorities who are carrying out official duties such as investigating crimes, serving subpoenas, etc.

[a] When law enforcement officers can show a need to do so, they shall be permitted to conduct an investigation on School grounds during School hours.

[b] Such a need will ordinarily be shown if delay in police investigation might result in danger to a person, flight from jurisdiction by a person reasonably suspected of a crime, or destruction of evidence. In such cases:

(i) The officers shall be required to get prior approval of the Director or other designated person before beginning an investigation on School premises.

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

(iii) Alleged criminal behavior related to the School environment brought to the Director's attention by law enforcement officers shall be dealt with under the provisions of Section 14.1.

(iv) Law enforcement officials (investigating School-related or student-related crimes) may not have access to student education records, aside from directory information, unless they have a subpoena or court order or permission from parent or guardian.

(v) Directory information is limited to a student's name, home address, date of birth, phone number, class schedules and parents' address and phone numbers for use in case of emergency.

14.2.4 Release of Student to Law Enforcement Official

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.

[a] Students may not be released to law enforcement authorities voluntarily by School officials unless the student has been placed under arrest or unless the parent or legal guardian and the student agree to the release.

[b] When students are removed from School for any reason by law enforcement authorities, every reasonable effort shall be made to contact the student's parent or legal guardian immediately except in cases of child abuse and neglect. Such effort shall be documented.

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

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

[e] Whenever the need arises to make arrests or take students into custody on School premises, the Director shall make reasonable efforts to consult and confer with the law enforcement officers as to how an arrest is to be made.

[f] When possible, the Director shall have the student summoned to the Director's office before the student is taken into custody.

[g] When a student has been taken into custody or arrested on School premises without prior notification to the Director, the School staff present shall encourage the law enforcement officers to tell the Director of the circumstances as quickly as possible. If the officers decline to tell the Director, the School staff members present shall immediately notify the Director.

14.2.5 Quelling Disturbances of School Environment

Law enforcement officers may be requested to assist in controlling disturbances of the School environment that a Director has found to be unmanageable by School personnel and that has the potential of causing harm to students and other persons or to property. Such circumstances include situations where a parent or member of the public exhibits undesirable or illegal conduct on or near School grounds or at a School-sponsored activity and who refuse to abide by a Director's directive to leave the premises.

15. INVESTIGATION OF CHILD ABUSE AND NEGLECT

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

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.

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

15.2 If there is reason to believe that a child may have been subjected to abuse or neglect, an oral report shall be made immediately by the School employee reporting the abuse/neglect with a written report to follow within twenty-four (24) hours.

15.2.1 When making the oral report, always have the person you notify identify himself/herself. The notified person's name shall be entered on the written report.

15.2.2 A copy of the written report shall be put in a child abuse-neglect file to be maintained by the Director, for all reported cases of suspected child abuse or neglect.

15.2.3 The child abuse-neglect reporting form shall not be placed in the student's personal file.

15.3 It is not the responsibility of the Director or other School employees to prove that the child has been abused or neglected, or to determine whether the child is in need of protection.

15.3.1 Investigation by staff prior to submitting a report shall not go beyond that necessary to support a reasonable belief that a reportable problem exists.

15.3.2 To determine whether or not there is reason to believe that abuse or neglect has occurred, professional School employees may (but are not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists.

15.3.3 Interviews with the child or suspected abuser shall not be conducted by the Director or School employees.

15.3.4 Notes of voluntary or spontaneous statements by the child shall be made and given to the investigating agency.

15.3.5 The Director, School employees, Division of Child and Family Services and law enforcement personnel are required to preserve the anonymity of those making the initial report and any others involved in the subsequent investigation.

15.3.6 Investigations are the responsibility of the Division of Child and Family Services.

[a] The Director or other School employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.

[b] School officials shall cooperate with social service and law enforcement agency employees authorized to investigate reports of alleged child abuse and neglect, assisting as asked as members of interdisciplinary child protection teams in providing protective diagnostic, assessment, treatment, and coordination services.

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.

15.3.7 Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune, in accordance with state law, from any civil or criminal liability that otherwise might arise from those actions.

16. SEARCHES OF PERSON OR PROPERTY

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

16.1 General Guidelines for Searches of Person or Property

16.1.1 Student Lockers

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

16.1.2 Searches of Students and Student Property

Searches of a student's person, personal property (coats, hats, backpacks, bookbags, purses, wallets, notebooks, gym bags, etc.) may be conducted whenever the student's conduct creates a reasonable suspicion that a particular School rule or law has been violated and that the search is reasonably related to the suspicion and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Circumstances warranting a search include those in which School officials have a reasonable suspicion that the student or student property is concealing items including but not limited to weapons, drugs, 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.

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.

16.3 Searches of Person

16.3.1 School officials shall make sure the search meets the following guidelines:

[a] The search shall be conducted in a private area of the School by a School official of the same sex as the student being searched;

[b] The search shall be observed by an objective third party of the same sex as the student being searched (i.e., Director, teacher, police officer);

[c] School officials may ask the student to remove his/her hat, coat, shoes and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband;

[d] Under no circumstances may School officials require students to remove any other items of clothing or touch students in any way during the search.

[e] If this limited search does not turn up suspected contraband and School officials have reasonable suspicion that the student is concealing contraband in his/her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants or underwear), law enforcement officers shall be summoned immediately to conduct further search and investigation.

[f] In general, all questioning and searching of students conducted by law enforcement officers shall proceed according to the investigation guidelines in Section 14 of this policy.

16.4 Documentation of Searches

School officials shall thoroughly document the details of any search conducted of a student's property or person. Documentation shall be made at the time of the search, or as soon as possible thereafter, and shall include the following:

16.4.1 The time, place and date of the search;

16.4.2 The reasonable suspicion giving rise to the search (what did School officials suspect to find during the search);

16.4.3 The name and title of individuals conducting and observing the search;

16.4.4 A statement about evidence that was found or not found as a result of the search;

16.4.5 A statement about who took possession of contraband (i.e., police, school, etc.);

16.4.6 Information regarding the attempts of School officials to notify parents about the search.

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.

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

17.1 Board and Director 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 Director.

17.1.2 Upon receipt of the information, the Director 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 Director 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

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.

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 Restrictive Behavioral Interventions (LRBI) policies and procedures for special education/504 programs.

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.

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

18.4 Physical Restraint

18.4.1 A School employee may, in accordance with Section 18.2.2 and when acting within the scope of employment, use and apply physical restraint as an ESI in self defense or as may be reasonable and necessary under the following circumstances:

[a] to protect the student or another person from physical injury;

[b] to remove from a situation a student who is violent;

[c] to take possession of a weapon or other dangerous object in the possession or under the control of a student; or

[d] to protect property from being damaged, when physical safety is at risk.

18.4.2 When an employee exercises physical restraint as an ESI on a student, the following types of physical restraint are prohibited:

[a] prone, or face-down;

[b] supine, or face-up;

[c] physical restraint which obstructs the airway or adversely affects the student's primary mode of communication;

[d] mechanical restraint, except for seatbelts or safety equipment used to secure students during transportation, other appropriate protective or stabilizing restraints, and devices used by a law enforcement officer in carrying out law enforcement duties; or

[e] chemical restraint, except as prescribed by a licensed physician and implemented in compliance with a student's Health Care Plan.

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

18.5 Seclusionary Time Out

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.

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 Director; and

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

18.7.2 The ESI committee shall:

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.

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

20. POLICY AND PLAN DISSEMINATION AND REVIEW

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.

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.

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.



Student Conduct and Discipline Administrative Plan

The School's goal is to create a safe, peaceful, 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
- Foster a positive school culture that reflects respect for all

Collaborative & Proactive Solutions

The School employs a proactive and collaborative approach to solving student behavioral problems. While situations will occur, which require emergent and immediate intervention and appropriate consequences, our goal is to engage students in problem-solving processes as partners. We believe that:

- Children do well when they can (when they have the skills to meet expectations)
- Everyone wants “their way”, but some of us advocate for what we want in pro-social and adaptive ways because we have the skills to do so, and some can't
- All behavior is communication
- Problem behavior is generally an “incompatibility event”, meaning that it happens when a student doesn't have the skills to meet the current expectations
- Oftentimes students are already highly motivated to do well but lack the social and emotional skills to do so; therefore, in many situations we should focus on addressing lagging skills more than on increasing motivation through punishments and rewards

Our first goal is to form positive relationships of trust with our students so that we can engage them as partners in solving problems. Unacceptable behavior in a student is often predictable. Our model is to get to know our students well (through having the same teacher for three years) and to complete an assessment in which we identify which lagging skills or unsolved problems the student has in conjunction with these behaviors.

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

Our model is proactive—we attempt to shift the focus from the moment behavior happens (downstream) to upstream, where we can identify the lagging skills that contribute to the behavior. With a positive and trusting relationship, we conference with the student about specific, measurable difficulties that they are having (unsolved problems) with the goal of understanding their perspective and concerns regarding the problem. We then define our adult concerns and invite the student to participate in identifying reasonable and mutually satisfactory solutions to one of these problems. In so doing, we engage the student in self-awareness and effort to solve the problem, which results in teaching the lagging skills through guided experience. If the first solution doesn't work, the process is repeated. Because we are working with the student, our model is collaborative.

Behavior is defined as follows:

- Anything an individual says or does
 - ✓ Behavior is observable, and communicates something to us.
- Occurs as a response to one's environment
 - ✓ One's environment at any given time has specific academic, social, and/or behavioral expectations.
- Serves a function or purpose
 - ✓ There is a "why" that contributes to the behavior.
 - ✓ Maladaptive behavior is often due to lack of skills to meet expectations.
- Results in a desired outcome
 - ✓ There are consequences or reinforcers that contribute to behavior.
- Learned
 - ✓ It is possible to teach replacement behaviors and increase lagging skills to enable individuals to better meet expectations.
- Can be changed
 - ✓ It is possible to change behavior and produce different outcomes, especially through acquisition of social and emotional skills.

Mountain West Montessori works hard to create a calm and peaceful learning environment for all students. This environment is created to help all students learn and embrace the Montessori values of grace, courtesy, and respect. Creating this environment is the job of all employees, students, and volunteers at MWMA.

The School recognizes that changes in student behavior require effective environments which are created and modeled by adults. The school is committed to providing effective support systems for creation of peaceful, productive classroom communities.

The School places high value on grace, courtesy, respect and responsibility. As such, we encourage adults to develop open and respectful lines of communication with each other for the benefit of MWMA students.

Student Behavior Expectations

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.

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.

- Show respect and courtesy to all students, staff and school visitors. This includes respecting the 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 others 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

There are a few rules that apply across settings at MWMA:

1. Be where you're supposed to be
2. Walk, work, and speak peacefully
3. Keep hands and objects to yourself
4. Respect materials and put things away where they belong
5. Keep our school clean

In addition, all students should respond to the bell by freezing in place, being silent, and looking at and paying attention to the person who rang the bell. All students should also respond to our "peace and quiet" gesture by silently copying it (finger on lips, the other hand holding up the "peace" sign).

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

Assembly Behavior: Assemblies are planned for student learning and enjoyment. Students are expected to be orderly while entering the gym and sit with their classes. Students are expected to sit on their pockets so that those sitting behind them can still see. Students who disrupt assemblies will be given a warning, and if behavior continues, students will be removed and may

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.

not be permitted to attend future assemblies. Further disruptions in future assemblies may result in students forfeiting their opportunity to attend assemblies for the remainder of the school year.

Restroom Behavior: Students are expected to respect the privacy of others when using the restroom. Only one student should be in a bathroom stall at a time. Students should be neat with the toilet paper and soap, and should not linger in the bathroom longer than is necessary. Students who misuse their bathroom privileges will be assigned a TA or buddy to bring them to and from the bathroom.

Bus Behavior: MWMA provides students with many field trip opportunities that involve transportation on a bus. The bus is an extension of the classroom, therefore all school policies concerning student behavior will apply on the bus. Student safety and respect for others are our main concern while riding on a bus. The following are bus rules and regulations: remain seated and quiet while the bus is in motion, only use appropriate physical contact, be respectful, keep arms, legs, and other objects inside the bus. Students who do not obey these rules may forfeit their opportunity to participate in school fieldtrips.

Cafeteria Behavior: Students must maintain orderly behavior in the cafeteria. Students are responsible for cleaning the area where they eat. Throwing food, dripping items on the floor, and making messes are not appropriate behaviors in the cafeteria, and may result in administrative consequences. Students must sit at tables to eat and drink. Food is to be eaten in the cafeteria. No food or drink may be eaten in school hallways or on the playgrounds. Upon finishing lunch, each student will pick up his/her area, properly dispose of all refuse, and exit the cafeteria doors. Students are not allowed in the school halls during lunch.

Classroom Time: Students are to be in class on time each day. Students must be prepared for class with necessary supplies and completed assignments. Students will be active participants in class. Students will respect the learning environment and activities of the classroom. A student will be removed from class for being uncooperative, disrespectful, or disruptive, and will receive an office referral. The consequence for removal from class can result in disciplinary action by administrators.

Testing: When there are students in the building who are testing, students who are in the hallways are expected to be silent and move quietly.

Field Trip Behavior: Field trips are an opportunity to help students make connections between the classroom and the wider community. Since field trips take place during the school day, it is the expectation that students follow all school policies concerning student behavior, while on a field trip. In addition, student safety and respect for our community are of the utmost concern, therefore, students who violate the outlined rules may have their field trip privileges suspended and may face further consequences. The following are general field trip expectations and guidelines, although each individual field trip has unique hazards and will therefore constitute varying expectations. Students must stay with their assigned group throughout the field trip. Students shall respect personal and public property. Students who do not exhibit respectful and appropriate behavior may be denied participation on a field trip if past behavior has given reason

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.

to expect that the student may not behave appropriately during the trip or if the student has not participated in class or is missing excessive assignments in any class.

Hallway Behavior: Hallway behavior includes the time: before school, between classes, during class, and after school. Behavior that is appropriate for the hallways includes but is not limited to: walking, quiet and calm voices, appropriate physical behavior, and demonstrating respect for yourself, others, and school property. All school rules are to be followed whenever students are in hallways.

Recess: During recess and lunch, students must remain within the fenced playground. Mountain West Montessori Academy is a closed campus, and therefore, students are not allowed to leave campus during school hours. Students are to listen to all individuals on the playground. Students may not leave the assigned playground or indoor recess area without permission from the supervisor that is on duty at the time. Students are responsible for any sports equipment taken outside. Such equipment is to be returned when recess time is over. If a ball or equipment goes onto a roof or off the playground, the teacher or adult on duty will inform the office to arrange for retrieval. We are not properly prepared for tackle football, "keep away", or similarly aggressive games that involve physical contact and as such they are not allowed on school grounds. No snowballs are to be made or thrown on or near school property. Safety rules for the playground and playground equipment are based on the following, which are prohibited: fence climbing, walking on the slide, throwing rocks/stones/mulch/wood chips, and shoving or pushing at any time. **CONSEQUENCES:** For minor infractions, students will receive a warning and verbal correction and can return to play. Physical aggression will result in the loss of recess for a designated period of time and possible suspension. Recess with other students is a privilege. Students who frequently choose to ignore playground/recess expectations or commit more serious infractions may lose the privilege of having recess with other students.

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.

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 social and emotional skills and positive

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.

behaviors. In the context of this Plan, intervention strategies are actions that provide opportunities for instruction, assessment and restoration. Emergent discipline responses are actions that are typically viewed as consequences. With this approach, students have the space to make mistakes, learn from them and receive support to make changes in their behavior. The School espouses a positive discipline philosophy which embodies firmness and kindness together, in order to build responsibility and skills in students by providing them with freedom within order.

Kindness *does not* mean pleasing children, rescuing them, allowing them to be disrespectful, or protecting them from all disappointment. It *does* mean validating feelings, understanding their point of view, and believing that they can survive disappointment and develop capability.

Firmness *does not* mean punishment, lectures, or authoritarian commands. It *does* mean respect, and setting a boundary or limit on choices and behavior, (best when agree upon).

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 proactive and collaborative 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

The primary goal of a child is belonging and significance. 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

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.

- ✓ 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 address their unsolved problems and to acquire the social and emotional skills and motivation to behave appropriately
- 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 placement, adjusting the environment, 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

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.

- **Structure** – Organize the classroom for success
 - ✓ Teachers will create and use an effective daily schedule.
 - ✓ The classroom environment will be arranged effectively.
 - ✓ Teachers will use appropriate attention signals, including the bell.
 - ✓ 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 set clear expectations by teaching, re-teaching, modeling, and consistently enforcing classroom rules.
 - ✓ Teachers will teach weekly Grace & Courtesy lessons to introduce manners and relational skills
 - ✓ Teachers will look for “teachable moments” in which to restate and reinforce these skills and assist students in putting them into practice
- **Observe** – Supervise and monitor student behavior
 - ✓ Circulate and scan the classroom
 - ✓ Model friendly, respectful behavior
 - ✓ Track specific 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:
 - ★ Sincere
 - ★ Specific and descriptive
 - ★ Directed toward effort rather than result
 - ★ Age appropriate
- **Correct** inappropriate behavior fluently to avoid disrupting the flow of instruction
 - ✓ Key concepts for correcting misbehavior:
 - ★ Preplan corrective responses
 - ★ Make sure correction efforts address the cause of the misbehavior
 - ★ Use correction that is immediate, brief, consistent, calm, respectful.
 - ★ Evaluate whether the targeted behavior decreases

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, grace and courtesy, and social skills.

School staff will begin communicating and teaching behavior expectations as well as self-discipline, Montessori grace and courtesy, and social skills on the first day of each school year. The School expects teachers to train students in behavioral skills and expectations during the first two weeks of school and throughout the year. School staff will teach 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. Feedback from staff, students,

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.

and parents will be used to determine when specific behavioral 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.
- Posted expectations (e.g. classroom constitutions, lunchroom rules).
- Weekly Montessori grace and courtesy lessons.
- Targeted instruction on specific skills as relevant incidents arise.
- Modeling of desired behaviors by school personnel.

School and classroom procedures will be taught by:

- Teaching the procedure by explaining it clearly.
- Modeling the procedure by showing students how the procedure is done or through roleplay (may include positive and negative examples)
- Practicing the procedure together and making corrections as needed.
- Reviewing the procedure and providing feedback.
- Giving encouragement to students who follow the procedure.
- Conducting periodic reviews of procedures and revising them as needed.

Social and academic teaching will be integrated within and across the curriculum.

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:

- Interrupting politely
- Offering help
- Expressing admiration
- Introducing oneself
- Perseverance
- Apologizing
- Respecting people and property
- Appreciating differences
- Taking responsibility
- Inclusion
- Calming down
- Personal space
- Handling conflict
- Empathy
- Personal rights
- Advocating for oneself
- Electronics etiquette
- Disagreeing respectfully
- Eating politely
- Recognizing bullying
- Bystander skills

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.

- Leadership
- Sportsmanship
- Offering help
- Flag etiquette
- Appropriate touch
- Recognizing and avoiding gossip
- Expressing sympathy
- Listening skills
- Gratitude
- Restroom etiquette
- Compromise

Systematic Methods for Reinforcement of Expected Behaviors

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

Staff members will recognize students who demonstrate behavior that satisfies specific behavior expectations by providing them with recognition, encouragement, or thanks, and by helping students make connections between this behavior and positive outcomes.

Staff members will make every effort to provide students with a means to make amends for the negative consequences of their behavior, including mediating conflict resolution, facilitating apologies, and providing community improvement activities.

Uniform Methods for Correction of Student Behavior

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

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

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

- Clarify targeted positive behaviors
- Focus on the presence of responsible behaviors versus the absence of irresponsible behaviors
- Reinforce both improvement and mastery of desired behaviors
- Provide positive reinforcement and encouragement of desired behaviors
- Strive to increase the ratio 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 environments to promote desirable behavior.

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.

- Teach students how to behave responsibly in all school settings.
- Observe and properly supervise student behavior.
- Interact positively with students and model positive behaviors.
- Correct irresponsible behavior calmly, consistently, and immediately in the setting in which the behavior occurred and provide students with opportunities to make restitution for behavior that has negatively impacted others or the community.

Behavior Intervention Strategies

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

- Precision Requests
 - ✓ Make a quiet, direct “please” request in a nonquestion format from within about three feet of the student.
 - ✓ Wait 5-10 seconds (do not interact or nag or request again).
 - ✓ If the student complies, show appreciation.
 - ✓ If the student does not comply, repeat the request using the signal word *need* (signals last request), proximity, and direct eye contact (tip: use “you need” rather than “I need you to”)
 - ✓ Wait 3-5 seconds.
 - ✓ If the student complies, show appreciation.
 - ✓ If the student does not comply, follow through with consequence
- Assessment of Lagging Skills & Unsolved Problems & Plan B
 - ✓ Complete an assessment which identifies the student’s lagging social and emotional skills, and identifies specific problems the student is having (example: difficulty keeping hands to self while walking down the hall from the classroom to recess)
 - ✓ Prioritize one unsolved problem to work on with the student
 - ✓ Conference with the student during a time when they are not in trouble
 - ✓ Identify the student’s perspective and concerns (example: I noticed that you sometimes have a hard time keeping your hands to yourself when you are walking down the hall to recess. What’s up with that?)
 - ✓ Share your perspective and concerns.
 - ✓ Invite the student to problem-solve and identify potential solutions.
 - ✓ Select a solution that is mutually satisfactory and reasonable.
 - ✓ Enact the solution and wait to see if it works. If so, move to the next unsolved problem. If not, go back to the problem-solving and try another solution.
- 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.
- Social Emotional Learning Groups
 - ✓ Social Emotional Skills Groups provide direct instruction for students on areas of needed growth, e.g. anger management, social skills, conflict resolution or self-advocacy.
- Check-in Check-Out
 - ✓ Students check in with designated staff before the beginning and at the end of each school day to receive positive contact, pre-corrects, reminders of school-wide expectations, encouragement, congratulations, and/or prizes.

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.

- Conflict Resolution
 - ✓ Students are supported and empowered to take responsibility for peacefully resolving conflicts through use of the Montessori peace table process. Students are taught skills including calming down, how to apologize, and effective listening and communication.
- Restitution 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. Restitution practices include engaging with a student in dialogue, supporting students to make an apology and repair harm, facilitating a peace table, providing community improvement opportunities, etc.

Disciplinary Responses

Disciplinary responses are actions that are typically viewed as consequences. 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 choosing where to work, participating in free time activities, etc.
- Cool Down Time
 - ✓ Students are assigned to an alternate location during class time, recess, or lunch in order to restore emotional balance.
- Community Improvement
 - ✓ Students are provided with an opportunity to make restitution for behavior that has negatively impacted the school or classroom community by staying after school to help with school improvement projects such as cleaning, organizing, gardening, or helping teachers or other staff members.
- 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 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

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

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.

- 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 levels. 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.

Response Level I: Intervention and discipline are provided by the teacher. Suspension is not an appropriate response at Level I unless the behavior is accompanied by an escalating factor. Since students are not referred to administration, there is no need to complete a Behavior Incidence Form.

Intervention	Discipline
Teach a coping strategy or replacement behavior	Loss of classroom privileges
Contact parent via phone, email, note, or text	Provide alternate recess activity
Create behavior contract or chart	Community Improvement
Provide sensory, movement, or mindfulness break	Temporary removal from classroom activity
Mediated peace table	Loss of work choices or seating choices
Provide self-reflection or a peace plan	“Glued” to the teacher
Assign project or essay related to behavior	
Support an apology or provide opportunity for restitution or amends to those harmed by actions	

Example Behaviors: First instance of cheating, mild disorderly or disruptive behavior, throwing objects (not at someone), property damage or theft <\$50, toy or imitation weapons, dress code violations, cursing or obscene gestures, or mild to moderate hitting, slapping, pushing, tripping, shoving, kicking, or spitting which is directed toward another student (first offense).

Response Level II: Intervention and discipline may involve behavior support staff. Administration is involved to stress the seriousness of the behavior while keeping the student in school. Suspension (in school) is an appropriate response at Level II, especially if the behavior is accompanied by an escalating factor. However, a Behavior Incidence Form should be filled out and the student referred to the front office.

Intervention	Discipline
Strategies from Level I, increased in intensity or frequency	Discipline from Level I, increased in intensity or frequency
Social emotional skills group	Conference with administrator

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.

Create home-school communication system	Check-in with administrator for a set period of time
Problem-solving conference with parent & student	In-school suspension for up to three days
Assign to “Check In Check Out”	
Class schedule change	

Example Behaviors: Repeated or severe offenses of Level I behaviors, defiance of authority or non-compliance, possession of alcohol or tobacco, distribution of a prescription medication, bullying (see the School’s Bully & Hazing Policy), taunting or baiting a fight, throwing an object that hits someone, property damage or theft >\$50, aggressive act with a toy weapon, possession of a weapon other than a gun, possession of fireworks, pepper spray, or smoke bombs, gambling, participation in group intimidation, fighting, physical altercation with a staff member, touching another person’s private parts, inappropriate use of technology, public display of private parts, distributing unauthorized recordings or images, or possessing pornographic material

Response Level III: Intervention and discipline involve administration. Response results in short-term removal (1-5 days) of the student from the school environment due to the seriousness of the behavior. A reengagement conference occurs upon student return. A Behavior Incidence Form must be filled out.

Intervention	Discipline
Strategies from Level I, increased in intensity or frequency	Discipline from Level I or Level II, increased in intensity or frequency
Referral to community resources for mental health, substance abuse, etc.	Out of school suspension for 1-5 days; reengagement conference to include parent(s)
Develop behavior intervention plan (BIP) or 504	

Example Behaviors: Distributing alcohol, violent or threatening conduct that disrupts school, any act which seriously jeopardizes the health, safety, or property of another person, possession of imitation firearm, setting a fire, activating a false fire alarm, attempting/detonating a firework, smoke bomb, pepper spray, tear gas, or stink bomb, making a bomb threat, gang intimidation or violence, serious threats toward another person, physical attack of another person, consensual sexual activity, removing another person’s clothing, making or transmitting secret recordings or images, possessing, making, or transmitting an image of a student or staff member in a nude or partially nude state (regardless of consent)

Response Level IV: Requires removal of student from the school environment. Response focuses on ensuring the safety of the school community and ending dangerous behavior. Removal is followed by a reengagement conference which includes parents/guardians upon the student’s return to school. A Behavior Incidence Form must be filled out.

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.

Discipline
Out of school suspension for 5 - 45 days
Possible recommendation for expulsion

Example Behaviors: Possession and distribution of drugs, use of a weapon other than a firearm in the commission of an aggressive act toward another person, possession of a firearm or gun of any kind, possession of a bomb or other explosive device, engaging in non-consensual sexual contact with another student coupled with the use of force, threat, or coercion, physical assault resulting in substantial injury to another person

Progressive responses are generally confined to the current school year. At the beginning of each new year, every student may begin with a clean slate and responses to inappropriate and disruptive behavior may begin at 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 standard 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 4 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 bodily harm that results in one or more of the following:
 - (a) substantial risk of death;
 - (b) permanent deformity or defect;
 - (c) coma;
 - (d) permanent or extended condition that causes extreme pain;
 - (e) permanent or protracted loss or impairment of the function of any body part; or
 - (f) results in admission to a hospital.

Serious physical injury includes, but is not limited to, fractured or broken bones (including the nose), concussions and cuts and/or wounds requiring stitches. 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

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

consequences under the next, higher response level (i.e. a Response Level 2 behavior will be subject to Response Level 3 consequences).

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

3. Conduct that Results in Significant Property Damage or Loss – A student whose conduct results in significant property damage or loss will be subject to the disciplinary consequences under the next higher response level (i.e. a Response Level 2 behavior will be subject to Response Level 3 consequences). Significant property damage or loss results when the damaged or lost property has a value of more than \$1,000.00. The value of the damaged property is determined by the lesser of the repair or replacement cost.
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 5 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)

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. The School’s best practices for minimum adult-to-student ratios are outlined below.

Setting	Adult-to-Student Ratio
Classroom	1:30
Lunchroom & Playground	1:54
Field Trips: elementary	1:6
Field Trips: middle school	1:8

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.

Annual Data-Based Evaluations of Efficiency and Effectiveness

Staff members will document on the designated incident report form behavior incidences that rise to *Response Level II* for data gathering purposes. Documentation will be submitted to the front office. Documentation should identify the category/type of the incident (defiance of authority, disruption of class instruction, inappropriate language, fighting, disrespectful to adult, inappropriate touching, etc.), the severity of the behavior, the gender and grade of the student, the student's teacher, the name of the reporting adult, and the location of the behavior.

Behaviors at *Response Level III* or higher will be tracked in The School's Student Information System and this data included in behavior analysis.

Behavior data will be analyzed by a behavior team comprised of administration, selected support staff, and designated teachers on a monthly basis. The results will be shared with 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 (or similar) 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 behavior team comprised of selected administrators, teachers, and support staff. The results will be shared with staff members and 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

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.

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 all staff members who supervise children receive annual training in:

- crisis intervention training and emergency safety intervention consistent with evidence-based practice and based on school policies
- development of student behavior expectations (faculty)
- effective instructional practices for teaching and reinforcing behavior expectations (faculty)
- effective intervention strategies
- effective strategies for evaluation of the efficiency and effectiveness of interventions (behavior team)

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 defines bullying as intentional, hurtful behavior that occurs repeatedly, even after the perpetrator has been asked to stop the behavior. The School teaches the definition of bullying, as well as bystander strategies, to all students in age-appropriate language as part of the School's Grace and Courtesy curriculum.

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

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.

encouraging positive social skills and character traits through the School's Grace and Courtesy curriculum. Effective Tier 1 prevention strategies are intended to support most students and then to identify when more intensive and specialized (Tier 2 and/or 3) strategies are required. The goal 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 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 and/or hard copy 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, it will be addressed by the School's administrators and/or counselor and referred within 24 hours to appropriate intervention resources. However, a response to a report may not occur during non-school days, including weekends, until the next school day.

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

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.

federal law and shall not be removed from the learning environment except as such actions are undertaken in accordance with applicable legal requirements.

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.

[Back to PPP](#)

Policy Review Frequency: As necessary

Data Review: Annually

Reviewer: LEA / Board

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.

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.

OVERVIEW

Each LEA is required to have a policy governing student conduct and discipline. This policy includes the School's expectations with respect to student conduct and behavior as well as contains the procedures the School uses to address improper conduct and conflicts involving students. This policy describes in detail what conduct merits suspension and/or expulsion and the processes and rules (including those on due process) the School must follow in such circumstances. This policy also addresses how the School will deal with disruptive student behavior, how it will conduct investigations and coordinate with law enforcement when criminal conduct is reasonably suspected, how proper searches may be performed, and when emergency safety interventions (e.g., physical restraint, seclusionary timeout, physical escort) may be used. This policy further contains requirements on employee training, the dissemination of this policy, and the related administrative student conduct and discipline plan the Director must develop.

Gender	Grade	Race	SpEd	Reason	OSS	Length of Time	Referred to Board
M	6	WH	N	Disruptive Behavior	Y	1	No
M	9	WH	N	Weapon Possession	Y	1	No
M	0	WH	N	Disrespecting Faculty	Y	1	No
M	0	WH	N	Disruptive Behavior	Y	1	No
M	0	WH	Y	Disruptive Behavior	Y	1	No
M	9	WH	N	Fighting with Student	Y	2	No
M	6	WH	Y	Physical Assault	Y	1	No
M	7	WH	N	Fighting with Student	Y	2	No
M	9	WH	Y	Fighting with Student	Y	2	No
M	9	WH	Y	Weapon Possession	Y	2	No
M	5	MU	Y	Theft	Y	1	No
M	7	WH	Y	Fighting with Student	Y	2	No
M	4	WH	N	Physical Assault	Y	1	No

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.

[Back to PPP](#)

Mountain West Montessori Academy
Arrest Reporting Policy
Adopted: January 28, 2014
Amended: September 22, 2015



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 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.

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.



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 (c) any School employees who drive a motor vehicle as part of their employment responsibilities must report to the Director 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 Director within seven (7) days of receiving notification of this policy from the Director. Thereafter, employees of the School must submit required reports to the Director 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 Director 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 Director 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 Director's determination and any action taken will be maintained in a separate, confidential employment file. These records will only be kept as long as the Director determines it is necessary to protect the safety of students.

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.

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

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.

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,

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

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);

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.

- 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
- 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.

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.

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.

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.

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.

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?	200	200
2. Does the entity have governing body adopted written policies in the following areas:		
a. Conflict of interest?	5	5
b. Procurement?	5	5
c. Ethical behavior?	5	5
d. Reporting fraud and abuse?	5	5
e. Travel?	5	5
f. Credit/Purchasing cards (where applicable)?	5	5
g. Personal use of entity assets?	5	5
h. IT and computer security?	5	5
i. Cash receipting and deposits?	5	5
3. Does the entity have a licensed or certified (CPA, CGFM, CMA, CIA, CFE, CGAP, CPFO) expert as part of its management team?	20	20
a. Do any members of the management team have at least a bachelor's degree in accounting?	10	10
4. Are employees and elected officials required to annually commit in writing to abide by a statement of ethical behavior?	20	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?	20	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?	20	20
7. Does the entity have or promote a fraud hotline?	20	20
8. Does the entity have a formal internal audit function?		20
9. Does the entity have a formal audit committee?	20	20

*Entity Name: Mountain West Montessori Academy

*Completed for Fiscal Year Ending: 30 June 2022 *Completion Date: 27 June 2022

*CAO Name: Angie Johnson *CFO Name: Andrew Marx

*CAO Signature: _____ *CFO Signature: _____

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.

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

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.

[Back to Agenda](#)

Mountain West Montessori Academy Ethics Policy

Adopted: August 22, 2013



Mountain West Montessori (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 Ann. § 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 Ann. §§ 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

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.

(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:

(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 in *Utah Admin. Code R277-515-3* pertaining to the ethical conduct required of all licensed educators in the state of Utah.

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.



[Back to Agenda](#)

Mountain West Montessori Academy Electronic Board Meeting Minutes Monday, May 23, 2022

Anchor Location: MWMA Library, 4125 W. Foxview Drive, South Jordan, UT 84009

In Attendance: Steve Barnes, Lois Bobo, Andrew Marx, Nelson Altamirano

Excused: Corbin White

Others in Attendance: Dawn Kawaguchi, Cathie Hurst, Brandon Fairbanks, Sheri Ebert, Angie Johnson

Founded upon Montessori philosophy, the mission of Mountain West Montessori Academy is to facilitate student-centered learning and intellectual curiosity through an individualized and interdisciplinary curriculum, hands-on experience, and community involvement.

MINUTES

2021-2022 BOARD PRIORITIES

Safely Re-Engage in Hands-On & Experiential Learning Experiences
Implement Computer Science Initiative
Continue Improvement of Literacy Instruction & Outcomes

5:11 PM – INTRODUCTORY ITEMS

- Call to Order – Steve Barnes
- School Mission – Nelson

There was no PUBLIC COMMENT. This was the first public comment period for the amended 2021-2022 School Fee Schedule and the amended 2022-2023 School Fee Schedule. Angie stated that this is free summer program that students sign up for. We have a lot of people sign up and then they do not show up. We would not charge someone who notified us that they were not coming.

CONSENT ITEMS

- April 25, 2022 Electronic Board Meeting Minutes – There was no further discussion. **Lois Bobo made a motion to approve the consent items. Andrew Marx seconded the motion. The roll call votes were as follows:**
 - Steve Barnes – Aye**
 - Andrew Marx – Aye**
 - Lois Bobo – Aye**
 - Nelson Altamirano – Aye****Motion passed unanimously.**

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.

VOTING ITEMS

- Audit Engagement Letter – Andrew Marx stated that this an agreement with Eide Bailly for audit attestation services that are required to be approved each year. Andrew reviewed what services the engagement letter covers. There was a discussion on what other firms (if any) have done this in the past, the bidding process, transparency and a possible single audit. **Andrew Marx made a motion to 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. Nelson Altamirano seconded the motion. The roll call votes were as follows:**

**Steve Barnes – Aye
Andrew Marx – Aye
Lois Bobo – Aye
Nelson Altamirano – Aye**

Motion passed unanimously.

- 2022-2023 Teacher Student Success Act Plan – Angie Johnson stated that this is the same plan as last year. The goals are based on language arts and math. Angie also reviewed the budget. Most of the funding goes to augmentation of existing programs which are our teachers. **Lois Bobo made a motion to approve the proposed 2022-2023 TSSA Student Success Plan. Steve Barnes seconded the motion. The roll call votes were as follows:**

**Steve Barnes – Aye
Andrew Marx – Aye
Lois Bobo – Aye
Nelson Altamirano – Aye**

Motion passed unanimously.

DISCUSSION ITEMS

- Calendaring – ALL
- Next Pre-Board Meeting – June 15th @ 5:00 p.m.
 - Annual Board Meeting – June 27th starts at 5 p.m.

5:28 PM – Lois Bob made a motion to enter a CLOSED SESSION to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(1)(a) via Zoom. Andrew Marx seconded the motion. The roll call votes were as follows:

**Steve Barnes – Aye
Andrew Marx – Aye
Lois Bobo – Aye
Nelson Altamirano – Aye**

Motion passed unanimously.

5:47 PM – Steve Barnes made a motion to exit the CLOSED SESSION and ADJOURN. Lois Bobo seconded the motion.

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.

MWMA Board of Director's Meeting Monday, June 27, 2022

Action Item: *Final Amended 2021-2022 Budget*

Issue:

A final amended 2021-2022 operating budget is needed to comply with state law prohibiting actual expenditures exceeding budgeting expenditures.

Background:

The current operating budget is the original budget that was prepared and adopted in June 2021. Since that time, there have been additional expenses, approved by the board, necessitating a final amended budget to comply with state law. The proposed final amended budget for Mountain West Montessori Academy is reflective of actual revenue and expenses to date plus projections for the remainder of the school year.

Recommendation:

It is recommended the Board approve the final amended budget for the 2021-2022 school year.

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.

Mountain West Montessori Academy
Board Profit and Loss
7/1/2021 - 5/31/2022

	Annual	Year-to-Date	
	June 30, 2022	May 31, 2022	
	Budget	Actual	% of Budget
Net Income			
Income			
Revenue From Local Sources	180,000	134,882	74.9 %
Revenue From State Sources	3,975,184	3,554,075	89.4 %
Revenue From Federal Sources	132,737	306,147	230.6 %
Total Income	4,287,921	3,995,104	93.2 %
Expenses			
Instruction/Salaries	1,918,518	1,632,426	85.1 %
Employee Benefits	547,734	441,451	80.6 %
Purchased Prof & Tech Serv	366,300	323,741	88.4 %
Purchased Property Services	123,159	90,911	73.8 %
Other Purchased Services	135,800	148,086	109.0 %
Supplies & Materials	260,551	265,171	101.8 %
Debt Services & Miscellaneous	557,000	195,801	35.2 %
Total Expenses	3,909,062	3,097,587	79.2 %
Total Net Income	378,859	897,517	236.9 %

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.

**Mountain West Montessori Academy
Board Balance Sheet
As of 5/31/2022**

	Period Ending 05/31/2022	Period Ending 05/31/2021
	Actual	Actual
Assets & Other Debits		
Current Assets		
Operating Cash	2,625,699	2,046,857
Accounts Receivables	2,191	2,717
Total Current Assets	<u>2,627,890</u>	<u>2,049,574</u>
Restricted Cash	<u>986,914</u>	<u>948,138</u>
Net Assets		
Fixed Assets	8,553,474	8,637,690
Depreciation	<u>(1,187,355)</u>	<u>(1,092,280)</u>
Total Net Assets	<u>7,366,119</u>	<u>7,545,410</u>
Other Debits	<u>(549,252)</u>	<u>(582,391)</u>
Total Assets & Other Debits	<u>10,431,671</u>	<u>9,960,731</u>
Liabilities & Fund Equity		
Current Liabilities	<u>25,528</u>	<u>15,667</u>
Long-Term Liabilities	<u>8,055,000</u>	<u>8,020,954</u>
Fund Balance	<u>1,453,626</u>	<u>1,147,529</u>
Net Income	<u>897,517</u>	<u>776,581</u>
Total Liabilities & Fund Equity	<u>10,431,671</u>	<u>9,960,731</u>

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.

MWMA Board of Director's Meeting Monday, June 27, 2022

Action Item: *2022-2023 Proposed Budget*

Issue:

An annual operating budget is needed to guide the school's financial course for the upcoming school year. It must be approved by June 30, 2022.

Background:

An operating budget for the 2022-2023 school year is required by state law to be adopted by the Mountain West Montessori Academy Board of Directors in the June meeting. Working closely with the administration, the proposed 2022-2023 budget is conservatively prepared with focus on student needs, teacher retention, and technology. The proposed operating budget for Mountain West is reflective of conservatively forecasted revenues and expected annual expenses for the coming fiscal year.

Recommendation:

It is recommended the Board approve the proposed annual operating budget for the 2022-2023 school year.

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.

**Mountain West Montessori Academy
Profit and Loss
FY22-23 Preliminary Budget**

	Year Ending 06/30/2021	Annual 06/30/2022	Annual 6/30/22	Year Ending 6/30/23	7/01/2021 - 4/30/22
	PY Actuals	CY Approved	CY Final Budget	22-23 Prelim Budget	CY Actuals YTD
Net Income					
Income					
Revenue From Local Sources	70,308	180,000	120,000	192,000	126,047
Revenue From State Sources	3,829,308	3,975,184	3,975,185	4,234,315	3,250,187
Revenue From Federal Sources	302,303	132,737	222,737	131,943	203,830
Total Income	4,201,919	4,287,921	4,317,922	4,558,258	3,580,064
Expenses					
Instruction/Salaries	1,891,051	1,918,518	2,005,833	2,160,910	1,461,113
Employee Benefits	469,505	547,734	567,959	595,150	394,810
Purchased Prof & Tech Serv	336,415	366,300	393,800	398,000	292,198
Purchased Property Services	112,274	123,159	128,280	128,280	85,551
Other Purchased Services	70,759	135,800	176,800	147,467	142,986
Supplies & Materials	269,257	260,551	345,554	321,612	244,521
Property	24,011	0	0	0	0
Debt Services & Miscellaneous	542,581	557,000	557,500	557,656	195,654
Total Expenses	3,715,853	3,909,062	4,175,726	4,309,075	2,816,833
Total Net Income	486,066	378,859	142,196	249,183	763,231

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.

MWMA Board of Director's Meeting Monday, June 27, 2022

Action Item: *2022-2023 Sex Ed Instruction Committee*

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, the Principal will establish a curriculum materials review committee composed of parents, school employees, and others selected by the Principal. If possible, the committee will also include health professionals and school health educators. The committee will have at least as many parents as school employees.

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

- (1) Principal/Director
- (1) Health Educator
- (1) School Counselor
- (4) Parents

Recommendation:

It is recommended that the board approve the 2022-2023 Sex Ed Instruction Committee consisting of the following positions: (1) Principal, (1) Health Educator, (1) School Counselor, and (4) Parents.

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.

MWMA Board of Director's Meeting Monday, June 27, 2022

Action Item: *Amending 2021-22 Fee Schedule*

Issue:

The School needs to amend its fee schedule for the 2021-22 school year.

Background:

MWMA is planning to do a summer reading workshop this summer. The only school fee associated with the workshop will be a \$5 no-show fee, which will be charged to students for each session that they sign up for but don't attend. The money collected from these no-show fees will be used to pay for supplies and snacks for the workshop.

MWMA must provide the public an opportunity to comment on this amendment to the fee schedule at two board meetings. This amendment meets all known requirements for fee schedules under state law.

Recommendation:

It is recommended that the Board approve the amended 2021-22 school fee schedule.

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.



2021-2022 School Fee Schedule

The following student fees may be assessed to students of MWMA as follows:

REQUIRED FEES (for all fully and partially enrolled students in grades 7-9)		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Middle School Fees for Grade 7	<ul style="list-style-type: none"> ☆ Academic Materials \$30 ☆ Field Trips & MS Camp \$70 ☆ Locker Maintenance \$5 ☆ Science Lab \$15 ☆ College & Career Awareness \$25 	\$145
Middle School Fees for Grade 8	<ul style="list-style-type: none"> ☆ Academic Materials \$30 ☆ Field Trips & MS Camp \$70 ☆ Locker Maintenance \$5 ☆ Science Lab \$15 	\$120
Middle School Fees for Grade 9	<ul style="list-style-type: none"> ☆ Academic Materials \$30 ☆ Field Trips & MS Camp \$70 ☆ Locker Maintenance \$5 ☆ Science Lab \$15 	\$120

FEES FOR OPTIONAL COURSES, PROGRAMS, AND ACTIVITIES (for participating students enrolled in grades 7-9)		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Sculpture Course	☆ Sculpture supplies, firing fees	\$40
Computer Science Courses	<ul style="list-style-type: none"> ☆ Student licenses ☆ Upkeep of computers 	\$55
Archery Course	<ul style="list-style-type: none"> ☆ Upkeep of equipment ☆ Various targets 	\$15
World Cuisines Course	☆ Food supplies	\$45
Art Foundations Course	☆ Art materials and supplies	\$15
Ukulele Course	<ul style="list-style-type: none"> ☆ Instrument rental/upkeep ☆ Music 	\$50
Theatre/Musical Theatre Course	☆ Supplies for costumes, scripts, & props	\$15
Philosophy Course	<ul style="list-style-type: none"> ☆ Books ☆ Project supplies 	\$15

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.

FEES FOR OPTIONAL AFTER-SCHOOL CLUBS, ACTIVITIES, AND SPORTS (for participating students in grades identified below)		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Travel (Travel Club for grades 6-9 and 9 th Grade Trip)	☆ Transportation, lodging, food ☆ Activities ☆ Materials	\$350-\$750
Shakespeare Club (grades 6-9)	☆ Scripts, costumes, props, competition entrance fees, festival travel expenses, production costs	\$200
Orchestra Club (grades K-9)	☆ Method books, music ☆ Stipend for instructor	\$200
Staff Run Clubs (K-9), per club (e.g., Yearbook Club, 3D Printing Club, Dodgeball Club)	☆ Stipend for instructor ☆ Snacks, supplies	\$25-\$50
Student Run Clubs (K-9), per club (e.g., Geography Club, Cooking Club, D&D Club)	☆ Project materials ☆ Supplies ☆ Snacks	Free-\$25
<u>Summer Reading Workshop</u> <u>No-Show Fee (K-9)</u>	☆ <u>Supplies, snacks</u>	<u>\$5 per no show</u> <u>(max of \$120)</u>

PER STUDENT (GRADES 7-9) ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL
YEAR: \$1,~~620~~740

This amount reflects the total student fees any student in grades 7-9 would be required to pay if the student participated in all courses, programs, and activities provided, sponsored, or supported by the School for students in grades 7-9 for the year.

PER STUDENT (GRADE 6) ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL
YEAR: \$1,~~225~~345

This amount reflects the total student fees any student in grade 6 would be required to pay if the student participated in all after-school courses, programs, and activities provided, sponsored, or supported by the School for students in grade 6 for the year.

PER STUDENT (GRADES K-5) ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL
YEAR: \$~~460~~470

This amount reflects the total student fees any student in regular Kindergarten through grade 5 would be required to pay if the student participated in all after-school courses, programs, and activities provided, sponsored, or supported by the School for students in Kindergarten through grade 5 for the year.

Notice to Parents:

Your student may be eligible to have one or more of their fees waived. For information on fees and fee waivers, please contact an administrator at the School and/or review the school fees materials provided in your registration packets (School Fees Posters and Notices, Fee Waiver Policy, Fee Waiver Applications, Fee Waiver Decision and Appeal Form, etc.). If your student files a fee waiver request with the School and the request is denied, you may appeal the School's decision.

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.

**MWMA Board of Director's Meeting
Monday, June 27, 2022**

Action Item: *Amending 2022-23 Fee Schedule*

Issue:

The School needs to amend its fee schedule for the 2022-23 school year.

Background:

MWMA is planning to do a summer reading workshop next summer. The only school fee associated with the workshop will be a \$5 no-show fee, which will be charged to students for each session that they sign up for but don't attend. The money collected from these no-show fees will be used to pay for supplies and snacks for the workshop.

MWMA must provide the public an opportunity to comment on this amendment to the fee schedule at two board meetings. This amendment meets all known requirements for fee schedules under state law.

Recommendation:

It is recommended that the Board approve the amended 2022-23 school fee schedule.

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.



2022-2023 School Fee Schedule

The following student fees may be assessed to students of MWMA as follows:

REQUIRED FEES (for all fully and partially enrolled students in grades 7-9)		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Middle School Fees for Grade 7	☆ Field Trips & MS Camp \$95 ☆ Science Lab \$15 ☆ College & Career Awareness Supplies \$40	\$150
Middle School Fees for Grade 8	☆ Field Trips & MS Camp \$95 ☆ Science Lab \$15	\$110
Middle School Fees for Grade 9	☆ Field Trips & MS Camp \$95 ☆ Science Lab \$15	\$110

FEES FOR OPTIONAL COURSES, PROGRAMS, AND ACTIVITIES (for participating students enrolled in grades 7-9)		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Sculpture Course	☆ Sculpture supplies, firing fees	\$40
Archery Course	☆ Archery supplies	\$15
World Cuisines Course	☆ Food supplies	\$45
Art Foundations Course	☆ Art supplies	\$15
Theatre/Musical Theatre Course	☆ Supplies for costumes, scripts, & props	\$15
Yearbook Course	☆ Supplies ☆ T-Shirts	\$25

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.

FEES FOR OPTIONAL AFTER-SCHOOL CLUBS, ACTIVITIES, AND SPORTS (for participating students in grades identified below)		
FEE DESCRIPTION	EXPENDITURES FUNDED BY FEE (SPEND PLAN)	TOTAL FEE
Travel (Travel Club for grades 6-9 and 9th Grade Trip)	☆ Transportation, lodging, food ☆ Activities ☆ Supplies	\$350-\$750
Shakespeare Club (grades 6-9)	☆ Scripts, costumes, props, competition entrance fees, festival travel expenses, production costs	\$200
Orchestra Club (grades K-9)	☆ Music ☆ Stipend for instructor	\$200
Staff Run Clubs (K-9), per club (e.g., Lego Club, 3D Printing Club, Dodgeball Club)	☆ Stipend for instructor ☆ Snacks, supplies	\$25-\$50
Student Run Clubs (K-9), per club (e.g., Geography Club, Cooking Club, D&D Club)	☆ Project supplies ☆ Snacks	\$25-\$50
<u>Summer Reading Workshop</u> <u>No-Show Fee (K-9)</u>	☆ <u>Supplies, snacks</u>	<u>\$5 per no show</u> <u>(max of \$120)</u>

PER STUDENT (GRADES 7-9) ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL

YEAR: \$1,~~630~~740

This amount reflects the total student fees any student in grades 7-9 would be required to pay if the student participated in all courses, programs, and activities provided, sponsored, or supported by the School for students in grades 7-9 for the year.

PER STUDENT (GRADE 6) ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL

YEAR: \$1,~~225~~345

This amount reflects the total student fees any student in grade 6 would be required to pay if the student participated in all after-school courses, programs, and activities provided, sponsored, or supported by the School for students in grade 6 for the year.

PER STUDENT (GRADES K-5) ANNUAL MAXIMUM FEE AMOUNT FOR SCHOOL

YEAR: \$~~350~~470

This amount reflects the total student fees any student in regular Kindergarten through grade 5 would be required to pay if the student participated in all after-school courses, programs, and activities provided, sponsored, or supported by the School for students in Kindergarten through grade 5 for the year.

Notice to Parents:

Your student may be eligible to have one or more of their fees waived. For information on fees and fee waivers, please contact an administrator at the School and/or review the school fees materials provided during registration (School Fees Posters and Notices, Fee Waiver Policy, Fee Waiver Applications, Fee

Waiver Decision and Appeal Form, etc.). If your student files a fee waiver request with the School and the request is denied, you may appeal the School's decision.

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.

MWMA Board of Director's Meeting Monday, June 27, 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, Corbin White and Steve Barnes are both up for a new 3-year term to expire in June 2025. The board must approve their new terms. Below are the board members and their terms.

- Corbin White – *NEW* 3-year term to expire June 2025
- Steve Barnes – *NEW* 3-year term to expire June 2025
- Nelson Altamirano – June 2024
- Lois Bobo – June 2024
- Andrew Marx – June 2023

Recommendation:

It is recommended that the Board approve both Corbin White and Steve Barnes for a new 3-year term to expire 2025 and ratify Nelson Altamirano with a term to expire June 2024, Lois Bobo with a term to expire June 2024 and Andrew Marx with a term to expire 2023.

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.

[Back to Agenda](#)



Director's Report

6.27.22



2021-22 Board Goals & Priorities:

- ★ Safely re-engage in hands-on and experiential learning activities (Field trips, travel, clubs, social events, etc.)
- ★ Implement Computer Science initiative: rigorous weekly CS instruction and student proficiency in Utah Computer Science standards & digital citizenship
- ★ Continue Improvement of Literacy Instruction & Outcomes

SAFELY RE-ENGAGE IN HANDS-ON AND EXPERIENTIAL LEARNING ACTIVITIES

- ★ Current Covid outlook and plans for next year

IMPLEMENT COMPUTER SCIENCE INITIATIVE

- ★ DTL Dashboard: Recap of this year
- ★ DTL Dashboard: Looking at next year's plan

CONTINUE IMPROVEMENT OF LITERACY INSTRUCTION AND OUTCOMES

- ★ Sheri's News
- ★ Coaching and plans for transition next year

POSITIVE BEHAVIOR PLAN

Highlighting a Current Strength:

- ★ Teacher Retention

Highlighting a Current Challenge:

- ★ Attendance

THINKING ABOUT 2022-23 PRIORITIES

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.



Board of Directors
2022-2023 Board Meeting Dates

Board Meeting Date	Time
August 22, 2022	6:00 pm
October 24, 2022	6:00 pm
November 28, 2022 <i>Electronic Meeting</i>	6:00 pm
December 12, 2022 <i>Holiday Social – No Meeting</i>	6:00 pm
January 30, 2023	6:00 pm
March 27, 2023	6:00 pm
April 24, 2023	6:00 pm
May 22, 2023 <i>Retreat – Strategic Planning</i>	5:00 pm*
June 26, 2023 <i>Annual Board Meeting</i>	6:00 pm

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.