



Policy Manual

Canyon Grove is an **inspired community** of learners, parents, and educators who find **fulfillment and joy** in pursuing **excellence in learning, self-accountability,** and in meeting **unique individual** needs in order to prepare students for the **life-long pursuit of knowledge** to attain their **full potential.**

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BOARD-MANAGEMENT

Board Members' Code of Ethics

Relevant Codes and Rules:

As a member of the Board, I shall promote the best interests of Canyon Grove Academy as a whole and, to that end, shall adhere to the following ethical standards:

Equity in Attitude

- I will be fair, just, and impartial in all of my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in Stewardship

- I will be accountable to the public by representing Canyon Grove Academy policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in Canyon Grove Academy's affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of Canyon Grove Academy resources.
- I will make no personal promise or take private action that may compromise the performance of my responsibilities.

Honor in Conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of Character

- I will refuse to surrender judgment to any individual or group at the expense of CGA as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.

Confidentiality

- I will not disclose information that is confidential by law or that will needlessly harm CGA if disclosed.

Commitment to Service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policy making and oversight.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Principal.
- I will seek continuing education that will enhance my ability to effectively fulfill my duties.

Student--centered focus

- I will be continuously guided by what is best for all students of the Canyon Grove Academy.

Board Members' Conflict of Interest

Relevant Codes and Rules: Utah Admin R277-113 Utah Code § 16-6a-825 (Utah Revised Nonprofit Corporations Act) Utah Code § 52-3-1 (Employment of Relatives) Utah Code 53A-1a-513 (Funding for Charter Schools) Utah Code § 67-16-6 (Utah Public Officers' and Employees' Ethics Act)

I. PURPOSE

The purpose of the Conflict of Interest Policy is to protect Canyon Grove Academy's ("CGA") interests when conducting business or contemplating entering into a transaction that might benefit the private interests of an Interested Person (defined below), to ensure compliance with state and federal law concerning conflict of interests for members of the board of directors ("Governing Board member"), and to prevent any actual, potential, or perceived conflict of interest or the appearance of impropriety. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflict of interest applicable to charter schools.

II. DEFINITIONS

A. Interested Person: An Interested Person is:

1. A Governing Board member, employee, officer, or agent;
2. The immediate family of the Governing Board member, employee, officer or agent;
3. The partner of the Governing Board member, employee, officer, or agent; or
4. An organization that employs, or is about to employ any individual in clauses 1 – 3.

B. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which CGA enters a contract;
2. A compensation arrangement with CGA or with any entity with which CGA enters a contract; or
3. A potential ownership or investment interest in, or compensation arrangements with, any entity with which CGA is negotiating a contract.

C. Immediate Family: An individual whose relationship by blood, marriage, adoption, or partnering is no more remote than first cousin.

III. POLICY

A. No Interested Person shall participate in selecting, awarding, or administering a contract if a conflict of interest exists.

B. A conflict of interest exists when an Interested Person has a financial or other interest in the entity with which CGA is contracting. A violation of this prohibition renders a contract void.

C. In accordance with Utah Code § 52-3-1, members of the Governing Board or an employee's immediate family will be considered for employment based solely on their qualifications.

D. It is an offense for a Governing Board member, employee, or officer to receive or agree to receive compensation or any benefit for assisting any person or business entity in any transaction involving CGA without complying with the provisions in Utah Code § 67-16-6. A Governing Board member, employee, or officer must not receive compensation from a group health insurance provider.

E. It is unlawful for any person affiliated with a charter school to demand or request any gift, donation, or

contribution from a parent, teacher, employee, or other person affiliated with the charter school as a condition for employment or enrollment at the school or continued attendance at the school according to Utah Code § 53A-1a-513(9).

F. The conflict of interest provisions in this policy do not apply to compensation paid to a teacher employed as a teacher by CGA or a teacher who provides instructional services to CGA when the teacher also serves on the CGA Governing Board.

IV. PROCEDURES

A. Duty to Disclose: In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the financial or other interest and be given the opportunity to disclose all material facts to the Governing Board or Committee, in order to determine if an actual conflict of interest exists.

B. Violations of the Conflict of Interest Policy:

1. If the Governing Board has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose; and
2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Governing Board determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

C. Recording Proceedings: The minutes of the Governing Board and all Committees shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest;
2. The nature of the financial interest;
3. Any action taken to determine whether a conflict of interest was present;
4. The Governing Board's or Committee's decision as to whether a disclosed possible conflict is in fact a conflict of interest;
5. The names of the persons who were present for discussions and votes relating to the contract;
6. The content of the discussion, including any alternatives to the proposed contract; and 7. A record of any votes taken in connection with the proceedings.

V. ACKNOWLEDGMENT

A. Acknowledgments: Each Governing Board member, employee, officer, or agent, Committee member, and CGA employee shall, upon appointment, sign an acknowledgment that affirms such person:

1. Has received a copy of the Conflict of Interest Policy;
2. Has read and understands the policy;
3. Has agreed to comply with the policy; and
4. Understands that CGA is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

[Electronic Meeting](#)

52-4-102

The Board may convene and conduct electronic board meetings. For the purpose of this policy, an “electronic board meeting” is defined as a meeting convened and conducted in accordance with the Act by means of telephone, teleconferencing, or other electronic telecommunications media by which all participants participate by audible oral communication. The Board will establish one or more anchor locations for the electronic board meeting, at least one of which is the building where the Board would normally meet if they were not holding an electronic meeting. The Board will provide space and facilities at the anchor location so that interested persons and the public may attend and monitor the open portions of the meeting. If public comments will be accepted during the electronic meeting, the Board will provide space and facilities at the anchor location so that interested persons and the public may attend, monitor, and participate in the open portions of the meeting.

Notice Prior to conducting an electronic meeting, the Board shall provide advance notice of the meeting in accordance with the Act. Notice shall be provided to all Board members, as well as to members of the public in accordance with the provisions of the Act. Each notice shall describe the means of communication by which members will be connected to the electronic meeting and the anchor location.

FINANCIAL

Payroll

R277-113

Payroll Policies

- A. Employee’s time is properly approved by both the individual and the supervisor and reported to the Business Office or designated representative.
- B. All employee payroll amounts are calculated based upon approved rates included in the individual’s personnel file.
- C. Any changes to the pay rates or benefits are properly authorized.
- D. All payroll taxes and benefits are properly calculated and any deposits made in a timely manner.
- E. All payroll tax reports are prepared in a timely manner and reviewed by a designated individual for accuracy prior to filing.
- F. Employees paid with restricted program funds will have proper documentation according to the rules of applicable programs.

Internal Control

R277-113

Canyon Grove Academy, under the direction of the Board of Trustees, is required to establish and maintain adequate accounting records and internal control procedures. Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

Canyon Grove Academy and all levels of administration are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and

accountability of the resources of the school. Administration is also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct.

Any employee with reasonable basis for believing fraudulent or related misconduct has occurred should report such incidents to the designated authorities within the school or the State Office of Education.

Internal control policies provide charter schools with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Board members and directors should review the Charter Solutions' Internal Controls Guide to further understand the need for internal controls and their role in their implementation and oversight.

Compliance with Laws

Canyon Grove Academy will follow all the relevant laws and regulations that govern Charter Schools within the State of Utah. Additionally, U.S. Government laws and regulations that relate to grant funding will be adopted as the grant funding is received.

A. Political Contributions

No funds or assets of Canyon Grove Academy may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office.

Following are examples of prohibited activities:

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in-kind, such as lending employees to political parties or using the school's assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by state law applicable to Charter Schools.

Further, the school specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the school.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. No false or fictitious vendors may be established or false or fictitious invoices may be paid.

Board of Trustees Authorities

The Board of Trustees is responsible for the operation of Canyon Grove Academy in accordance with state and federal laws. The Board of Trustees is also responsible for operating the school in accordance with the representations made in its charter.

Specifically, the Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with the its authorizer's approval (ii) adoption of the annual budget(s), (iii) selection or termination of key employees (iv) key employees' salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of real property, and (ix) selection of Canyon Grove Academy's certified public accountants.

Signature Authorities

To properly segregate duties within Canyon Grove Academy, the President, the Treasurer of the Board and the School Director/Director are the only individuals with signatory authority and are responsible for authorizing all cash transactions.

Government Records Access Management Act (GRAMA)

Canyon Grove Academy will provide access to Canyon Grove Academy's records if requested to the State Office of Education, State Charter School Board, or any group or individual formally requesting such information consistent with applicable statutes or rules.

Security of Financial Data

- A. The school's accounting software will be reviewed to ensure that general and application controls to unauthorized access to data is precluded (i.e., proper password protection and authorizations for inquiry or browse only functions.)
- B. The system's accounting data shall be backed up regularly by the Business Manager to ensure the recoverability of financial information in case of hardware failure. The backup should be stored in a fire safe area and properly secured.
- C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager from unauthorized access.

Security of School Documents

Originals of the following corporate documents are maintained and their presence shall be verified on a periodic basis:

- A. Charter and all related amendments
- B. Canyon Grove Academy by-laws
- C. Minutes of the Board of Trustees and subcommittees
- D. Banking agreements
- E. Leases
- F. Insurance policies
- G. Vendor invoices
- H. Grant and contract agreements
- I. Fixed asset inventory list

Use of School Assets

School employees should not use any of the school's assets for personal use without prior approval of the School Administration and with proper justification.

Use Of School Credit Cards

Canyon Grove Academy credit cards and purchase cards shall only be issued with the formal approval of the Board of Trustees and with proper justification. The cost/benefit to Canyon Grove Academy should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Canyon Grove Academy employees and should be used only for school--related expenditures. All charges must be supported by invoices to be eligible for payment by Canyon Grove Academy. Monthly credit card statements are reconciled to invoices and are approved by Canyon Grove Academy Director or Business Manager.

Financial Management

R277-113

Canyon Grove Academy accounting policies and financial reporting adopted by the school should be consistent with a special purpose governmental entity that engages in business type activities. The Board of Trustees has oversight of the management of Canyon Grove Academy inclusive of establishing the governance structure and the financial management policies as set forth in the school's charter.

Basis of Accounting

Canyon Grove Academy will maintain its accounting records and related financial reports on the modified accrual basis of accounting, with accrual taking place annually. Audited financial statements prepared by an independent auditor will be prepared annually using the accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when earned, consistent with generally accepted accounting principles applicable to special purpose governmental units. Under the modified accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

Budgets

- A. Canyon Grove Academy prepares an annual operating budget of revenues and expenses and a cash flow projection. These budgets and projections are reviewed and approved by the Board of Trustees at an open and public meeting held not later than June 30th and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the Business Manager and reviewed by the Treasurer and presented to the Board of Trustees at each board meeting.

Cash Receipts

- A. Wherever possible, duties such as collecting funds, maintaining documentation, preparing deposits and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of the school, compensating controls such as management supervision and review of cash receipt records by independent parties should be implemented.
- B. The school will comply with all applicable state and federal laws.
- C. All receipt of funds at the school should be done at the front office through the school's office. No receipt should take place in the classroom or in unapproved off--site locations. Employees shall instruct payers to take all cash, checks, and credit card transactions to the front office for receipt. Provisions should be made for cash receipt/ collection at approved activities or functions. Refer to the Fundraising Policy.
- D. All funds shall be kept in a secure location controlled by the front office until they are deposited in a school--approved fiduciary institution. Funds should be deposited daily or within three days after receipt, in compliance with Utah Code 51--4--2(2)(a), in a school-approved account. Employees should never hold funds in any location for any reason.
- E. If a cashier has left for the day or funds are received on the weekends, employees should seek the assistance of administrators to lock cash receipts or cash boxes in a secure school location until the next business day. Cash receipts should not be taken home by employees or volunteers, or left in offices.
- F. All checks are to be made payable to the school and restrictively endorsed upon receipt. Checks are not to be made payable to an employee, a specific department, or a program.
- G. Appropriate internal controls and segregation of duties should be implemented for all cash activity. These may include tickets, pre--numbered receipts, deposit slips, cash tally sheets, receipt registers, lists, cash reconciliations, reports, etc. Cash should always be verified. Where verification is difficult, cash should be counted by two individuals.
- H. All funds (cash, checks, credit card payments, etc.) received must be receipted by student name, if possible, and recorded in the school's accounting records. A pre--numbered receipt will be issued for each transaction. Passwords should be established on the accounting system computers and changed periodically.
- I. Documents should be available, and should demonstrate that proper cash controls are in place (signatures for approval, tally sheets, reconciliations, etc.).
- J. Periodic and unscheduled audits or reviews should be performed for all cash activity.
- K. All activities involving cash must be supervised by a school employee or authorized volunteer to ensure adequate controls are in place. Training should be given to those involved in handling cash.
- L. All payments of fees shall correspond with the approved fee schedule, as required by Board Administrative Rule r277--407.

Fundraising

- A. Fundraising is permitted within the LEA to allow the LEA and schools to raise additional funds to supplement school--sponsored academic and co--curricular programs.
- B. "School--sponsored" means activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events,

or activities that are authorized by the school, school board, administration, or board committees, including the parent organization or authorized curricular school clubs, activities, sports, classes or programs that also satisfy one or more of the following criteria. The activity:

- a. Is managed or supervised by school administration, staff, or authorized volunteers
 - b. Uses the school's facilities, equipment, or other school resources.
 - c. Is supported or subsidized, more than inconsequentially, by public funds, including the public school's activity funds or minimum school program dollars.
- C. All monies raised through fundraisers for school--sponsored activities are considered public funds. All funds raised shall follow the Cash Receipts section of this policy and other applicable school policies and state laws and rules. This includes all donations to the school, regardless of whether or not such donations are part of any fundraising activity or event.
- D. Properly approved school--sponsored activities may:
- a. Use the school's name, facilities, and equipment.
 - b. Utilize school employees and other resources to supervise, promote, and otherwise staff the activity or fundraiser.
 - c. Be insured under the school's liability insurance policy.
 - d. Provide additional compensation or stipends for school employees with the approval of the director or immediate supervisor and under school payroll policies and consistent with the school's budget
- E. School--sponsored activities must comply with all fee approval and fee waiver provisions established in Utah Code and Utah State Board of Education rules and school policies.

Insurance and Bonding

- A. The school maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the following policies:
1. General liability (earthquake coverage not included without express inclusion)
 2. Business & personal property (including auto/bus if applicable)
 3. Workers' compensation
 4. Unemployment
 5. Directors and Officers (Board Insurance)
 6. Treasurers' Bond
 7. Employment Practices Liability Insurance
- B. The school requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

Employee Retirement Program

Canyon Grove Academy shall participate in a retirement program as determined by the Board of Trustees and administered by the Trustee and business office.

Record Retention and Disposal

- A. Records are maintained for the following minimum periods:
1. Books, records, documents, and other supporting evidence including paid, canceled, or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employee timesheets and other public documents are retained according to state law.
- B. The following records supporting federal contracts, as required by U.S. Office of Management and Budget, are retained for the indicated minimum periods or consistent with state law:
1. For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:
 - a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
 - b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years

after final disposition.

2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.
- C. The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants.
- D. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.
- E. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

Financial Reporting

The Business Manager maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
 1. Financial statements for audit
 2. Annual budget
- B. Monthly:
 1. Trial balance
 2. Internally generated budget vs. actual financial statements with explanations for significant variances
 3. Balance Sheet
- C. Quarterly:
 1. IRS Form 941 and payroll tax returns and comparable state taxing authority returns
 2. Other reports upon request

Audit

The Board of Trustees contracts annually with a qualified independent certified public accounting firm to conduct an audit of Canyon Grove Academy's financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S Office of Management and Budget's Circular A--87 and A--122. The selected audit firm must be familiar with these standards and related State of Utah regulations in order to properly conduct the audit engagement.

Audit Committee

The Board of Trustees shall establish an audit committee, which shall:

- be responsible for the appointment, compensation, retention, and oversight of the work of any independent accountants engaged for the purpose of preparing or issuing an independent audit report or performing other independent audit, review, or attest services;
- periodically review this policy, no less than once every five years, to assess its continued adequacy;
- be made up entirely of members of the Board and possess, as much as possible, knowledge of and experience in finance, auditing, or accounting;
- Review the annual audit, and any other work performed by a contracted auditor, prior to its submission to any outside party or authority, and report to the Board that it has discussed the financial statements with management, with the independent auditors in private, and privately among committee members, and
- believes that they are fairly presented, to the extent such a determination can be made solely on the basis of such conversations.

Assets, Liabilities, & Net Asset

Assets

Economic resources that are recognized and measured in conformity with generally accepted accounting principles. Assets also include certain deferred charges that are not resources, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of Assets.

Bank Accounts

- A. The Board may authorize Bank accounts for general or specific purposes. No school assets shall be kept at any bank or financial institution that is not on the approved list of the Utah Money Management Council.
- B. All Bank accounts shall be reconciled as often as statements are available.

Petty Cash Payments

- A. Petty cash payments are made from a fund not to exceed \$500, and should be for cash advances, local expense reimbursement, and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than \$100.
- B. The petty cash account is balanced periodically by the Business Manager.

Criteria for Capitalizing and Depreciating for Property and Equipment

All tangible personal property with a useful life of more than one year and a unit acquisition cost of \$5,000 or more is capitalized and recorded in the statement of net assets. Depreciation associated with the fixed asset will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets.

Impairment of Assets

A recognized impairment of an asset is reflected when circumstances warrant. The appropriate adjustment is made for any impaired assets, accompanied by a description of the impaired asset and the measurement assumptions used in determining the impairment. All impairments should be reported to the Board of Trustees for approval of the adjustment to the fixed asset subsidiary ledger.

Betterments

Expenditures for significant betterments of existing leased/owned properties are recorded in fixed assets at cost. Maintenance and repairs are expensed as incurred. Depreciation associated with the betterment will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets.

Liabilities

Economic obligations that are recognized and measured in conformity with generally accepted accounting principles. Liabilities also include certain deferred amounts that are not obligated, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of liabilities.

Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable.

Accounts Payable Payment Policy

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs. Liabilities are accrued annually.

Accrued Teachers' Salary

The portion of any teachers' (or other employees whose salaries are paid over a period different than during which work was performed) salaries paid for a school year that extends into the next fiscal year (e.g., a twelve--month salary schedule from September 1 to August 31 of the following year) should be accrued at the end of the fiscal year for which services were rendered.

Debt

- A. When applicable, short--term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long--term debt consists of financing that is not expected to be repaid within one year.
- B. All short--term and long--term debt is approved by the Board of Trustees.
- C. Loan agreements approved by the Board of Trustees shall be in writing and specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

Net Assets

Net assets are recorded in accordance with generally accepted accounting principles applicable to special purpose governmental units. Net assets include the following:

- Unrestricted
- Restricted
- Investment in Capital Assets, net of related debt

Cost Accounting

R277-113

Consistency in Cost Accounting

Practices used by Canyon Grove Academy in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs. Accounting practices used by Canyon Grove Academy in accumulating and reporting actual costs are consistent with its practices used in estimating costs in its grant and contract proposals.

Cost Accounting Period

The fiscal year of Canyon Grove Academy is July 1st through June 30th. The same accounting period is used for all adjusting entries and accruals.

Gain or Loss on Disposition of Assets

Gains and losses from the sale or other disposition of property are recorded as revenue in the year in which they occur, and are reflected as such on applicable financial statements.

Property Management

Relevant Codes and Rules: [R277-433](#), [53A-12-207](#), [R277-113](#)

Property and Equipment

Canyon Grove Academy maintains records of all government--furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts.

Identification of Property

Upon receipt, Canyon Grove Academy tags all property that has an acquisition cost of more than \$1,000 per item or has reasonable possibility of theft, and assigns an identification number to the property and all applicable documents.

Recording and Reporting of Property

Canyon Grove Academy maintains a log identifying all property in its possession, as follows:

1. Name and description
2. Serial number, model number, or other identification
3. Whether title vests with Canyon Grove Academy or another entity
4. Location and condition of the equipment
5. Ultimate disposition data, including date of disposal and sales price or method of disposal

Physical Inventories

- A. Canyon Grove Academy performs a physical inventory of all property in its possession or control on an annual basis.
- B. The physical inventory records include each asset, the related control number, location, and a brief description of its condition.
- C. The physical inventory is reconciled to the detailed fixed asset subsidiary ledger, and differences, if any, are investigated and reconciled.

Disposal of Property and Equipment

- A. No item of property or equipment shall be removed from the premises without prior approval from the Superintendent and/or the Board of Trustees.
- B. Canyon Grove Academy has adopted standard disposition procedures for the school staff to follow, which include an Asset Disposal Form, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the general ledger.
- D. All Assets shall be disposed consistent with applicable regulations of any restricted funds with which they were purchased, according to Education Department General Administrative Regulations.

Procurement

Relevant Codes and Rules: [R277-113](#)

Procurement – Goods and Services

- A. Canyon Grove Academy shall follow provisions of the state's procurement code (UCA 63G--6a). Canyon Grove Academy procures only those items and services that are required to perform the mission and/or fill a bona fide need. Procurements are made using best value contracting which includes assessing the best value considering quality, performance, timing, and price. Written records will be kept for all purchases, including competitive bids when applicable. Competitive bids will be filed in the winning bidder's vendor file. No purchase shall be made using school funds without prior approval of the school Director or Board.

- B. All checks or check stock, credit/purchase cards, access to bank accounts and statements, etc. shall be secured and controlled by the school administration with limited access. All expenditures made using cash, checks, credit/purchase cards, electronic fund transfers, etc. shall be recorded in the school's accounting records. Checks should be made payable to specified payees and never to "cash" or "bearer."
- C. The school shall use a competitive procurement process, which requires sound business practices for a non--recurring purchase less than \$1,000, which is defined as a "Small Purchase" under UCA 63G--6a--408. The school will select the best value by obtaining three written, telephone, or electronic quotes for items greater than \$5,000 and less than \$50,000. Records shall be kept of vendors contacted for goods and an explanation justifying the selection shall be provided in all cases where a vendor other than the lowest priced vendor is selected.
- D. The "single procurement aggregate threshold" is \$5,000. This is the maximum amount that the school can expend to obtain multiple procurement items/services from one vendor at one time. This includes any combination of individual procurement items costing less than \$1,001 purchased from one vendor at one time, not to exceed in total \$5,000.
- E. If purchases from the same vendor are ongoing, continuous, and regularly scheduled, and exceed the annual cumulative threshold of \$50,000 during the fiscal year, a contract shall be utilized if feasible [Utah Code 63G--6a--408(6)].
- F. For single items, projects, or annual services greater than \$50,000, or when a school officer or the board determines that it will provide the best value for the school, an RFP, RFQ, or other solicitation method as determined by the state's procurement code, a formal bid process will be used in which multiple bids will be received and evaluated using a formal evaluation process. The School adheres to the following objectives and rules according to the Utah Procurement Code:
 - 1. Requests for Proposals will be public as required in UCA 63G--6a--703.
 - 2. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, experience, past performance, etc.
 - 3. An evaluation committee will review each proposal. The evaluation committee shall:
 - a. include at least three individuals, at least one of which is from the school;
 - b. contain no members that have any conflict of interest;
 - c. develop criteria and a rubric by which to judge the proposals, including scoring values for each criterion, in advance of viewing any proposal, and score each proposal using only said criteria;
 - d. not know the costs of a proposal until they have submitted their report on all other criteria, unless the board chair signs a public written statement waiving this requirement with an explanation about why this requirement was waived; and
 - e. Meet all other applicable requirements under UCA 63G--6a--707.
 - 4. Make all purchases in the best interests of the school and its funding sources.
 - 5. Obtain quality supplies/services needed for delivery at the time and place required.
 - 6. Buy from responsible and dependable sources of supply.
 - 7. Obtain maximum value for all expenditures.
 - 8. Select the proposal that provides the greatest overall value and that is from a responsive and responsible bidder, unless that bidder is disqualified or otherwise ineligible, or if the Board Chair provides a written statement that describes the advantages to the school from accepting the proposal of the bidder other than the greatest--overall--value bidder, as described in UCA 63G--6a--708.
 - 9. Prepare a cost/benefit analysis of the selected proposal explaining the reasons it was selected that is kept with the winning proposal and other proposals.
- G. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Board Chair. The agreement will identify all the terms and conditions of the lease.
- H. Bank and credit card statements shall be reviewed and accounts reconciled in a timely manner. Activity accounts should be reviewed quarterly by the custodian of the activity.

Emergency Purchases

An "emergency purchase" is the purchase of goods or services that are so badly needed that the school will suffer financial or operational damage if they are not secured immediately. A decision to purchase may be declared in an emergency at the school's discretion and "best value" procurement guidelines must be followed. In addition, the purchase

must be authorized by the Treasurer or designee. Sound business practices shall be used and documented in all cases.

Sales Tax

Canyon Grove Academy is exempt from sales tax as both a governmental entity and as a charitable or religious organization. The school administration shall keep and monitor the use of the school's tax exempt status and forms. Only school employees or volunteers may use the school's tax exempt number and only for legitimate school purchases.

The school administration shall follow vendor policies regarding sales tax exemption.

If sales tax is paid by school employees or volunteers at the point of sale, the school shall seek reimbursement of sales tax consistent with applicable rules.

Prohibited Activities

- A. Administration shall not intentionally divide a procurement purchase into one or more smaller purchases to divide an invoice or purchase order into two or more invoices or purchase orders, or to make smaller purchases over a period of time in order to circumvent any aspect of this policy or of state law.
- B. Administration or any agent of the school may not accept hospitality gifts, gratuities, kickbacks, or any other unlawful consideration under 63G--6a--2304.5
 - a. "Hospitality gift" means a promotional or hospitality item, including, a pen, pencil, stationery, toy, pin, trinket, snack, nonalcoholic beverage, or appetizer. This does not include money, a meal, a ticket, admittance to an event, entertainment for which a charge is normally made, travel, or lodging (Utah Code 63G--6a--2304.5). The total value of all hospitality gifts given, offered, or promised to, or received or accepted by the a school agent in relation to a particular procurement or contract must be less than \$10; the total value of all hospitality gifts given, offered or promised to, or received or accepted from any one person, vendor, bidder, responder, or contractor in a fiscal year must be less than \$50.
 - b. "Gratuity" means anything of value, including money, a loan at an interest rate below the market value or with terms that are more advantageous to the person receiving the loan than terms offered generally on the market, an award, employment, admission to an event, a meal, lodging, travel, or entertainment for which a charge is normally made.
 - c. "Kickback" means a gratuity given in exchange for favorable treatment in a pending procurement or the administration of a contract.

Consultants & Contractors

R277-113

Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement (if applicable), contractor's compensation and Canyon Grove Academy's rights to educational curricula and intellectual property developed.

Independent Contractors

The use of consultants is closely monitored so as not to vary from the rules of the Fair Labor Standards Act and Utah law. In particular, consultants will:

- A. Be free from the employer's control and direction in performing the service, both under a contract and in fact.

- B. Provide a service that is outside the school's usual course of business or provide a service on a temporary basis.
- C. Must be engaged in an independent trade, occupation, profession, or business of the same type.
- D. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.

EMPLOYEE

Educator Licensing	
<u>R277-301</u>	
Date Adopted/Effective:	Date Last Reviewed/Revised: 1/19/2023

Professional License

The professional license is for any educator who has successfully completed a traditional educator preparation program.

Utah Licensing Requirements

View <https://www.schools.utah.gov/licensing> for the most current information on educator licensing.

Associate Educator License

The AEL is for anyone who wants to become a Utah teacher but has not completed an educator preparation program (university-based or alternate program). Please be aware that an AEL is a temporary, non-transferable license.

LEA-Specific License

An LEA-Specific educator license, including areas of concentration and endorsements, is issued by the state board at the request of an LEA's governing body (i.e.-local school board) that is valid for an employee to fill a position in the LEA if other licensing routes for the applicant are untenable or unreasonable. The LEA governing board agrees to provide the documentation and support outlined in R277-301-7.

PPAT

In July 2020, the State of Utah adopted major changes to its educator licensing structure and requirements. This assessment will be required for all teachers recommended for initial licensure after August 1, 2021 Please note: This requirement will apply to teachers who are recommended for **initial** Utah professional licensure (i.e. Elementary, Secondary, Career & Technical Education, Special Education) **after** August 1, 2021. Learn more.

APPEL Program

The Alternate Pathway to Professional Educator License (APPEL) is an **Educator Preparation Program** as defined by the Utah State Board of Education Administrative Rules R277-303.

- Educator preparation programs may include a program developed by or associated with an institution of higher education, individual Local Education Agency (LEA), or the Board.
 - Educator preparation program means a comprehensive program administered by an entity that is intended to prepare individuals to meet the requirements for a Utah professional license or license area of concentration.

LEA Specific Educator Licensing

1. The Board of Education is committed to compliance with Utah State Board of Education (USBE) rules outlining requirements and procedures for obtaining educator licenses required for employment as a licensed educator.
2. The Board of Education also recognizes the license structure of an LEA-specific educator license to allow local Districts to determine specific license areas of concentration and endorsement in accordance with [R277-301 \(7\)](#).
3. The Board of Education recognizes the requirements of content knowledge and pedagogical requirements for licensed educators, including required criminal background checks and ethics review.
4. The Board authorizes the Superintendent and District Administration to establish administrative regulations consistent with this policy, subject to review and approval by the Board.

Definitions

1. Associate Educator License (USBE): a license issued to an individual completing the requirements to receive a Professional Educator License. Individuals may be working as an intern, enrolled in a university program, enrolled in a career and technical education (CTE), or an Alternate Pathway to Professional Educator License (APPEL). The requirements of an associate educator license are outlined in [R277-301-4](#). An associate educator license, license area, or endorsement is valid for two years.
 1. The general requirements include:
 1. completion of a criminal background check;
 2. completion of an ethics review within one calendar year of application; and
 3. one of the following:
 1. a bachelor's degree or higher from a regionally credited institution;
 2. current enrollment in a university Board-approved educator program that will result in a bachelor's degree or higher from a regionally credited institution; or
 3. skill certification in a specific CTE area.
 4. An educator with an associate educator license may upgrade to a professional educator license at any time prior to expiration of the associate educator license if the educator meets all the requirements of [R277-301-5](#).
 2. Professional Educator License (USBE): A license issued to an individual who has demonstrated all of the State established competencies to be an educator. The requirements for a professional educator license are outlined in [R277-301-5](#). A professional educator license, license area, or endorsement is valid for five (5) years.
 1. The general requirements for a professional educator license include:
 1. all general requirements for an associate educator license under [R277-301-4](#).
 2. completion of a bachelor's degree or higher from a regionally accredited institution; or skill certification in a specific CTE area; and
 3. one of the following;
 1. a recommendation from a USBE Board-approved educator preparation program;

2. a standard educator license in the area issued by a licensing jurisdiction outside of Utah that is currently valid or is renewable consistent with [Utah Code §53E-6-307](#).
3. Local Education Agency (LEA)-specific Educator License: An individual, approved by the Board of Education who has met locally defined competencies to be an educator, and approved by LEA application to USBE.
4. License Areas of Concentration: means a designation on a license of the specific educational setting or role for which the individual is qualified, to include the following:
 1. Early Childhood;
 2. Elementary;
 3. Secondary;
 4. Educational Leadership;
 5. Career and Technical Education or “CTE”;
 6. School Counselor;
 7. School Psychologist;
 8. Special Education;
 9. Preschool Special Education;
 10. Deaf Education;
 11. Speech-Language Pathologist;
 12. Speech-Language Technician;
 13. School Social Worker; and
 14. Communication Disorders.
5. Endorsement: means a designation on a License Area of Concentration earned through demonstrating required competencies established by the State Superintendent of Public Instruction that qualifies the individual to: provide instruction in a specific content area; or apply a specific set of skills in an education setting.
6. Mentor: A trained educator who holds a professional educator license, and shall where possible:
 1. perform substantially the same duties as the mentored educator with release time work as a mentor; or
 2. be assigned as an instructional coach or equivalent position.

Local Education Agency (LEA)-specific Educator License

1. The general requirements for an LEA-specific Educator License include:
 1. completion of a criminal background check and clearance in accordance with [R277-214](#);
 2. completion of an educator ethics review as described in [R277-530](#) within one calendar year of the application;
 3. completion of a bachelor’s degree or higher from a regionally accredited college or university; and/or demonstrated content knowledge and pedagogical requirements by:
 1. successfully passing an assessment; or
 2. by demonstrated experience.
2. Approval: An application for an LEA-specific Educator License must receive approval by the Board in a public meeting. The request for approval must include the rationale for the appointment of an LEA-Specific license.

3. In accordance with [R277-301](#), an LEA-specific Educator License may not be offered in Special Education
4. An LEA-specific Educator License, is limited to the following license areas:
 1. Early Childhood;
 2. Elementary;
 3. Secondary;
 4. Career and Technical Education or “CTE”;
 5. Speech-Language Pathologist;
 6. Speech-Language Technician;
 7. School Social Worker; and
 8. Communication Disorders.
5. An LEA-specific Endorsement includes all USBE Endorsement areas.
6. An LEA-specific Educator License/Endorsement is valid for one, two, or three years in accordance with the LEA application to the USBE.
7. In accordance with [R277-301 \(7\)](#) an LEA-specific Educator License is valid only within the Canyons School District and expires immediately upon employment separation.
LEA- specific Educator Training, Mentoring, and Support
8. Within the first year of employment, the educator must complete the following training:
 1. educator ethics;
 2. classroom management and instruction;
 3. basic special education law and instruction; and
 4. Utah Effective Teaching Standards described in [R277-530](#).
9. The educator must participate in a Mentoring Program.
 1. The school shall provide at least a three-year mentoring program by a trained educator who:
 1. holds a professional educator license and where possible;
 2. performs substantially the same duties as the educator with release time to work as a mentor; or
 3. is assigned as an instructional coach or equivalent position.
 4. The assigned mentor shall assist the educator to meet the Utah Effective Educator Standards established in Rule [R277-530](#), but may not serve as an evaluator of the educator.
10. The mentoring program shall include:
 1. A formal Professional Learning Plan and support in meeting the requirements of a professional license area; and
 2. On-going training on educator ethics and special education.

Notification of LEA-specific Educator Licenses

1. The District shall post LEA-specific Educator Licenses, license areas, or endorsements on each school’s website. The post shall include:
 1. A disclosure of the fact that the school employs LEA-specific educator licenses, license areas, or endorsements;
 2. The percentage of the types of licenses, licenses areas, and endorsements held by educators employed in the school based on the employees’ FTE in the Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS); and
 3. A link to the Utah Educator Look-up tool.

Employee Criminal Background Check Policy

Professional Standards & Training for Non-licensed & Volunteer Employees

R277-316

Date Adopted/Effective:

Date Last Reviewed/Revised:1/19/23

The school shall:

1. require the following individuals to submit to a nationwide criminal background check and ongoing monitoring as a condition for employment or appointment:
 - a. a non-licensed employee;
 - b. a contract employee;
 - c. a volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment; and
 - d. a charter school governing board member;
2. collect the following from an individual required to submit to a background check under Subsection (1)(a):
 - a. personal identifying information;
 - b. When applicable, a fee; and
 - c. consent for:
 - i. an initial fingerprint-based background check by the FBI and the bureau upon submission of the application; and
 - ii. retention of personal identifying information for ongoing monitoring through registration with the systems described in Section 53A-15-1505; & 53G-11-404
3. submit the individual's personal identifying information to the bureau for:
 - a. an initial fingerprint-based background check by the FBI and the bureau; and
 - b. ongoing monitoring through registration with the systems described in Section 53A-15- 1505 if the results of the initial background check do not contain disqualifying criminal history information as determined by the LEA or qualifying private school in accordance with Section 53A-15-1506; and
4. identify the appropriate privacy risk mitigation strategy that will be used to ensure that the school only receives notifications for individuals with whom the school maintains an authorizing relationship.

Code of Conduct/Appropriate Behavior

[R277-322](#), Title 62A, Chapter 4a, Part 4, Child Abuse or Neglect Reporting Requirements Utah Code Section 53E-6-701, Mandatory Reporting of Physical or Sexual Abuse of Students Utah Admin. Code [R277-401](#), Child Abuse-Neglect Reporting by Education Personnel Utah Admin. Code R277-515, Utah Educator Professional Standards Utah Admin. Code R277-322, LEA Codes of Conduct Utah Code Section 63G-7-301, Waivers of Immunity Utah Code Section 76-5-401.1, Sexual Abuse of a Minor Utah Code Section 76-9-702.1, Sexual Battery USBE Model Policy

Date Adopted/Effective: 5/28/2020

Date Last Reviewed/Revised 5/28/2020

1. PURPOSE AND PHILOSOPHY Canyon Grove Academy is committed to establishing and maintaining appropriate standards of conduct between staff members and students. These standards of conduct are also known as professional boundaries. Staff members shall maintain professional and appropriate demeanor and relationships with students, both during and outside of school hours, as well as both on and off campus, that foster an effective, non-disruptive and safe learning environment.

2. DEFINITIONS

“Boundary violation” means crossing verbal, physical, emotional, or social lines that staff must maintain in order to ensure structure, security, and predictability in an educational environment.

A "boundary violation" may include, but is not limited to, the following, depending on the circumstances:

- isolated, one-on-one interactions with a student out of the line of sight of others;
- meeting with a student in rooms with covered or blocked windows;
- telling risqué jokes to, or in the presence of, a student;
- employing favoritism to a student;
- giving gifts to individual students;
- staff member initiated frontal hugging or other uninvited touching;
- photographing an individual student for a non-educational purpose or use;
- engaging in inappropriate or unprofessional contact outside of educational program activities;
- exchanging personal email or phone numbers with a student for a noneducational purpose or use;
- interacting privately with a student through social media, computer, or handheld devices; and
- discussing an employee’s personal life or personal issues with a student.

"Boundary violation" does not include:

- offering praise, encouragement, or acknowledgment;
- offering rewards available to all who achieve;
- asking permission to touch for necessary purposes;
- giving a pat on the back or a shoulder;
- giving a side hug;
- giving a handshake or high five;
- utilizing public social media alerts to groups of students and parents;
- contact permitted by an IEP or 504 plan.

“Grooming” means befriending and establishing an emotional connection with a child or a child’s family to lower the child’s inhibitions for emotional, physical, or sexual abuse.

“Sexual conduct” includes any sexual contact or communication between a staff member and a student including but not limited to:

“Sexual abuse” means the criminal conduct described in Utah Code Ann. §76-5- 404.1(2) and includes, regardless of the gender of any participant:

- (1) touching the anus, buttocks, pubic area, or genitalia of a student;
- (2) touching the breast of a female student; or
- (3) otherwise taking indecent liberties with a student;
- (4) with the intent to:
 - (a) cause substantial emotional or bodily pain; or
 - (b) arouse or gratify the sexual desire of any individual.

“Sexual battery” means the criminal conduct described in Utah Code Ann. §76-9- 702.1 and includes intentionally touching, whether or not through clothing, the anus, buttocks, or any part of the genitals of a student, or the breast of a female student, and the actor’s conduct is under circumstances the actor knows or should know will likely cause affront or alarm to the student touched; or A staff member and student sharing any sexually explicit or lewd communication, image, or photograph.

a) “Staff member” means an employee, contractor, or volunteer with unsupervised access to students.

b) "Student" means a child under the age of 18 or over the age of 18 if still enrolled in a public secondary school.

3. POLICY

Staff members shall act in a way that acknowledges and reflects their inherent positions of authority and influence over students.

a) Staff members shall recognize and maintain appropriate personal boundaries in teaching, supervising and interacting with students and shall avoid boundary violations including behavior that could reasonably be considered grooming or lead to even an appearance of impropriety.

b) A staff member may not subject a student to any form of abuse including but not limited to:

- i) physical abuse;
- ii) verbal abuse;
- iii) sexual abuse; or
- iv) mental abuse.

c) A staff member shall not touch a student in a way that makes a reasonably objective student feel uncomfortable.

d) A staff member shall not engage in any sexual conduct toward or sexual relations with a student including but not limited to:

- i) viewing with a student, or allowing a student to view, pornography or any other sexually explicit or inappropriate images or content, whether video, audio, print, text, or other format;
- ii) sexual battery; or
- iii) sexual assault.

e) Staff member communications with students, whether verbal or electronic, shall be professional and avoid boundary violations.

f) A staff member shall not provide gifts, special favors, or preferential treatment to a student or group of students.

g) A staff member shall not discriminate against a student on the basis of sex, religion, national origin, gender identity, sexual orientation, or any other prohibited class.

h) Staff member use of electronic devices and social media to communicate with students must comply with CGA policy, be professional, pertain to school activities or classes, and comply with the Family Educational Rights and Privacy Act.

i) A staff member may not use or be under the influence of alcohol or illegal substances during work hours on school property or at school sponsored events while acting as a staff member. Additionally, a staff member may not use any form of tobacco or electronic cigarettes on school property or at school sponsored activities in an employment capacity.

j) A staff member shall cooperate in any investigation concerning allegations of actions, conduct, or communications that if proven, would violate this policy.

k) [LEA] recognizes that familial relationships between a staff member and a student may provide for exceptions to certain provisions of this policy.

l) Conduct prohibited by this policy is considered a violation of this policy regardless of whether the student may have consented.

4. REPORTING

[Child and Family Services](#)

Utah Department of Health and Human Services

If you suspect child abuse, call the 24/7 hotline at 1-855-323-3237

a) A staff member who has reason to believe there has been a violation of this policy shall immediately report such conduct to an appropriate supervisor or school administrator. If a staff member has reason to believe a school administrator has violated this policy, the staff member shall immediately report the conduct to the administrator's supervisor.

b) In addition to the obligation to report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services under Utah Code Ann. §62A4a-403:

i) a staff member who has reasonable cause to believe that a student may have been physically or sexually abused by a school staff member shall immediately report the belief and all other relevant information to the school administrator, or to [LEA Administration];

ii) a school administrator who has received a report or who otherwise has reasonable cause to believe that a student may have been physically or sexually abused by a school staff member shall immediately inform the [LEA Administration] of the reported abuse; and

iii) if the staff member suspected to have abused a student holds a professional educator license issued by the Utah State Board of Education, the [LEA Administration] shall immediately report that information to the Utah Professional Practices Advisory Commission;

iv) a person who makes a report under this subsection in good faith shall be immune from civil or criminal liability that might otherwise arise by reason of that report.

c) A staff member who has knowledge of suspected incidents of bullying shall immediately notify the student's building administrator in compliance with CGA Bullying Policy.

d) Failing to report suspected misconduct as required herein is a violation of this policy, the Utah Educator Standards, and in some instances, state law, and may result in disciplinary action.

5. TRAINING

a) Within 10 days of beginning employment with [LEA] a staff member shall receive training regarding this policy and shall acknowledge in writing having received training and understanding the policy.

b) Staff members employed by [LEA] at the time of initial adoption of this policy shall receive training regarding this policy prior to the first day of the 2020-2021 school year on which students will be in attendance and shall acknowledge in writing having received training and understanding the policy.

6. VIOLATIONS

A staff member found in violation of this policy will be subject to disciplinary action up and to including termination and necessary legal ramifications.

Fall Protection Plan	T
Relevant Codes and Rules: 29 CFR 1926 Subpart M , 29 CFR 1910 Subpart D , 29 CFR 1910 Subpart F	
Date Adopted/Effective: 10/26/18	Date Last Reviewed/Revised: 10/26/18

Purpose: The purpose of this plan is to establish a means to analyze work tasks performed at heights to protect against falls. This can be accomplished by taking actions such as avoiding work tasks performed at heights when possible, using equipment or other controls to prevent falls and having protocols that minimizes consequences if a fall should occur. The purpose of this plan is also to assist personnel with complying with Occupational Safety and Health Administration (OSHA) standards: Protection (29 CFR 1926 Subpart M), Walking and Working Surfaces (29 CFR 1910 Subpart D) and Powered Platform, Man lifts, & Vehicle-Mounted Platforms (29 CFR 1910 Subpart F).

Overview: The building is one story with a flat roof. This plan applies to all personnel and contractors working at heights above 4 feet for normal activities or 6 feet for construction related activities. Personnel will not be required, nor allowed to perform any duties which require getting closer than fifteen feet to an unprotected edge, opening, platform, walkway, or utilize elevated equipment unless they are properly trained or secured from falling.

Access to the roof for the purpose of removing objects from the roof will be performed by the Custodial Staff only. A spotter shall be utilized to remind the employee when they are within 15 feet of the edge.

All construction and maintenance will be performed by qualified contractors. The contractor is responsible to have their own fall protection plan for their scope of work and to provide all necessary equipment and training for their employees.

Blood Borne Pathogen Policy	Type: Required
Relevant Codes and Rules: 29 CFR 1910.1030	
Date Adopted/Effective: 10/26/18	Date Last Reviewed/Revised: 10/26/18

Reference Standard

Occupational Safety and Health Administration (OSHA); Bloodborne Pathogens, Subpart Z, 29 CFR 1910.1030

Purpose

This program is designed to eliminate or minimize employee exposure to bloodborne pathogens.

Scope

This program applies to all of our company employees as well as all other individuals who are visiting or have business with our company.

Responsibilities

Management is responsible for the development and review of this program. Management is also responsible for appropriate employee training. Management and supervisors are responsible for the enforcement of this program. Employees must comply with all procedures outlined in this policy.

Definitions

Bloodborne Pathogens: (BBP) Pathogenic microorganisms that are present in human blood and can cause disease to humans, such as HIV and Hepatitis B.

Contaminated: The presence (or the reasonably anticipated presence) of blood or other potentially infectious materials on an item or surface.

Travel & Travel Expense
Relevant Codes and Rules:

Date Adopted/Effective:

Date Last Reviewed/Revised:

Travel is an important enabler for school operations and to further the School Purpose. Travel has expenses, many of which can be minimized or mitigated with planning. Travel should be used only in very limited situations and only when necessary.

It is expected that employees will exercise good judgment while traveling, as they represent the school. All school policies must be followed while traveling.

- All Travel must be for a defined and documented business purpose.
- All Travel must be approved in writing by the School Director and Board Chair or CFO, prior to travel. This approval must explicitly outline the purpose of the travel, who will be traveling, the dates for travel and the approved budgeted amounts. This approval must be included in the request for reimbursement.
- Only employees of the school are eligible for Travel reimbursement and only for Travel that occurred during their employment.
- Travel Expenditures may not exceed the approved budgeted amount, or they will not be reimbursed. Travel Expenditures are the responsibility of the traveling employee. Fees and finance charges related to Travel Expenditures may not be reimbursed.
- Travel Expenditures include:
 - Airline tickets. Tickets must be for the lowest available fare, for the lowest class, and purchased at least three (3) weeks prior to travel.
 - Car rental, Uber or Lyft to and from lodging, meals and the event.
 - Gas for car rental.
 - Hotel lodging. Lodging must be for the lowest reasonable rates available and booked at least three (3) weeks prior to travel. In rare situations, changes to itinerary may be necessary, and must be approved by the School Director or Board Chair and must be for an unavoidable situation, such as airline cancellation or medical emergency and not be at the discretion of the traveling employee.
- A meal per diem of no more than \$50 is allowed for reimbursement, including gratuity and tax. A guideline of \$10 for Breakfast, \$15 for Lunch and \$25 for Dinner. When possible, less should be spent. Alcohol may not be reimbursed. Meal gratuities may be reimbursed, within the per diem, for no more than 20% of the cost of the meal. Meal costs may only be for the employee and may not be applied to guests.
- Mileage to and from the airport, or to and from the event, at a rate of \$0.58 per mile.
- Parking at the airport or the event for the employee's vehicle or rental car. Parking at meals or other events is not reimbursable. Airport parking must be at long term parking.
- Admission or tuition costs for employee training events.
- Entertainment expenses, laundry charges, room incidentals and any expenses not explicitly outlined in this policy are not reimbursable.
- Employees are eligible for their standard pay rates or salary while traveling.
- If a trip has been ticketed and then canceled, it is the responsibility of the traveling employee to cancel prior to the departure date. This will ensure that electronic tickets can be refunded if there is any value, or documented and used toward future travel if the ticket is non-refundable.
- Itemized receipts are required for all expenditures while traveling.

Travel must be scheduled so as to not interfere with school operations or the Traveling Employee's responsibilities.

Non compliance with this policy may result in delayed/non-reimbursement and / or disciplinary action up to and including termination of employment.

Secure Password	Type: Required
Relevant Codes and Rules:	
Date Adopted/Effective: 10/29/15	Date Last Reviewed/Revised: 10/29/15

Compromised passwords can lead to unauthorized access to confidential info, identity theft or other serious problems. Keeping passwords safe is the responsibility of each of us.

Passwords are a first line of protection against any unauthorized access into your personal computer, your email or online accounts.

Hypothetical examples of what the policy helps to avoid:

- A teacher uses their date of birth as a password. Since their date of birth is information that can be found online, someone could use it to access the teacher’s Compass account and gain access to student records. This would be a serious violation of FERPA and could result in disclosing sensitive information publicly.
- A front office helper isn’t careful about hiding her password when she logs into her computer. A student sees her enter her password and when she’s not looking, uses it to log in to her computer to access unsafe content, resulting in a virus being downloaded to her computer.
- A staff member uses a weak password for their email. Hackers use software to crack the password and gain access to their email account. They use it to send SPAM emails to millions of people. As a result, the school is classified as a source of SPAM, and all emails from the school will be blocked (and parents won’t receive them) because the email providers think everything coming from the school’s domain is SPAM.

Guidelines:

The stronger the password, the higher level of protection your computer has from malicious software and hackers.

A strong password isn’t just about one password, it’s important that you guarantee strong passwords for each account that you access through your computer. When you are utilizing a corporate network, the network administrator may encourage you to use a strong password.

To be able to create a strong password, you should be aware of the criteria to make one. These criteria basically include the following:

- A strong password must be at least 8 characters long. Longer is better.
- It should not contain any of your personal information—specifically your real name, user name, or even your school name or names of others you know (e.g., your dog)
- It must be unique from your previously used passwords.
- It should not contain any word spelled completely.
- It should contain characters from the four primary categories, including: uppercase letters, lowercase letters, numbers, and characters. Eg. Blu3Sky!, Sn0wb@ll, R0ckst@r!

Please remember not to use “password” or any variation eg, Password123, P@ssw0rd.

Commonly used passwords and variants are the first thing someone could use to try to gain access to your accounts, computer, email or even your identity.

Observation and Support for Non-contracted Individuals	
Relevant Codes and Rules:	
Date Adopted/Effective: 9/27/2018	Date Last Reviewed/Revised: 9/27/2018

Canyon Grove Academy’s Administration has created this policy in order to provide guidelines and rules related to observation and support on campus or during school hours by non-contracted individuals. In establishing this policy, CGA follows the Elementary and Secondary Education Act (ESEA), currently reauthorized as the Every Student Succeeds Act (ESSA) that guarantees to the parents of a student reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities (sec. 1116).

Guidelines

Under this policy, CGA allows parents and guardians the following:

- Meaningful communication between teachers and parents on an ongoing basis;
- Parent-teacher conferences, at least annually, during which an individual's child's achievement is discussed;
- Other regular reports to parents on their children's progress;
- Reasonable access to staff;
- Opportunities for the parents of a student to volunteer and participate after completing the required Volunteer Packet and via scheduling and sign-ups; and,
- Observations of classroom activities for parents of a student via scheduling with the student's teacher or with a designated representative at CGA..

Limitations

Under this policy, CGA does not allow the following individuals or groups to observe, support, or provide services during school hours or on campus:

- Individuals who are not employed at CGA with the exception of parents or legal guardians of current CGA students.
- Third-party contractors with an existing MOU with CGA to visit, observe, or have access to information and students other than to complete their contracted service at the school;
- Third-party contractors without an existing MOU with CGA to visit, observe, or have access to information and students, even when a parent of a student requests or gives permission for such access or observation;
- Non-contracted individuals to visit, observe, or have access to information and students, even when a parent of a student requests or gives permission for such access or observation.

Allowances

Under this policy, CGA's Administration may grant permission to the following individuals or groups to observe, support, provide services, or volunteer during school hours or on campus:

- Teachers, staff, or candidates working on certifications and licensure who work with CGA through a college, university, or other educational institution to make formal arrangements for student teaching, mentoring, or similar observation and support;
- Board members who are responsible for governance, oversight, and fidelity at CGA;
- Individuals or groups affiliated with reputable, accredited institutions of higher education or similar institutions in the interest of educational research;

Considerations

At the request of parents or guardians, and in the interest of individual student growth, CGA's Administration is willing to consider an adjusted school schedule to meet a student's demonstrated needs.

Visitors

CGA's Administration allows visitors with legitimate purposes at the school, those on a tour of the school through a scheduled School Tour, Open House, or other event, or those providing maintenance or repair, inspections, etc. All visitors to the school must follow visitor protocols and be accompanied by a CGA employee.

Nepotism	Type: Not required
Relevant Codes and Rules:	
Date Adopted/Effective: 11/11/15	Date Last Reviewed/Revised: 11/11/15

Policy Statement

It is the position of the school that all board members, employees and other agents of the school should enjoy the same treatment during their tenure and that the Board and employees are to comply with all laws, IRS guidelines and the school's charter and bylaws. As such the school has this policy to prevent unfairness in the employment relationship between relatives, members of the same household or related parties, violation of the law, or invalidation of board action.

An employee or board member may not be directly involved in making decisions related to the recruitment, hiring or the terms and conditions of employment of a person who is a member of the employee's immediate family, with whom he or she shares a household, or with whom he or she has a personal relationship.

Reason for Policy/Purpose

The school is committed to the highest standards of conduct and must avoid conflicts of interest, situations that might be perceived as conflicts of interest, or situations that might impair objective judgment or be perceived as biased.

Through diversity comes strength and a strong board is made from individuals with qualifications and commitment levels to be successful. Diverse skill sets may come from related parties, but care should be taken to ensure a diversity of board members.

All actions must comply with the law, IRS guidelines and the school's charter and bylaws. In cases where a board motion or vote is present, the school's bylaws will be followed to ensure a quorum is properly formed and voting is properly recorded.

Responsible Board Member josh@canyongrove.com

Responsible School Leader: Director, Kim Goates kim.goates@canyongrove.com

Who is the Intended Audience of This Policy?

Faculty, staff, board members and any relationship between these groups.

Policy/Procedures

The employment of members of the same immediate family, of those who share a household, or of those with other types of personal relationships may create conflicts of interest or the perception of conflicts of interest. The school will use sound judgment in the placement of such employees in accordance with the following guidelines:

- Members of the same immediate family, same household, or those involved in a personal relationship (related parties) should make this known to their immediate supervisor and the School Director upon becoming employed or becoming related.
- Members of the same immediate family, same household, or those involved in a personal relationship (related parties) are permitted to work in the same department, provided that no direct reporting or supervisor-to-subordinate relationship exists. That is, no individual should have decision-making authority or significant influence over the hiring, work responsibilities, salary, hours, career progress, benefits or other terms and conditions of employment of a related party.
- Individuals who become a related party to an employee while already employed at the school should promptly report that fact to each employee's supervisor, and both employees will be treated in accordance with this policy. If in the opinion of the school, the workplace organization implicates this

policy, one of the employees may be transferred at the earliest practicable time, or other arrangements satisfactory to the School Director responsible for that organization.

Any exceptions to this policy must be approved by the Board of Trustees.

Definitions

Immediate Family:

- Includes mother, father, children, sister, brother, spouse, any step- relation, domestic partner, grandparents, uncles, aunts, and cousins, and in-laws of the same relation as any of the foregoing.

Household:

- Includes anyone with whom the employee shares a house, apartment, or other living arrangement.

Personal Relationship:

- Includes a romantic/intimate relationship or other relationship in which there is a strong bond between the individuals.

STUDENT

School Facility Emergency and Safety

R277-400, [§ 53G-4-402\(18\)\(c\)](#), 15A-5-202.5, HB 140

Date Adopted/Effective:

Date Last Reviewed/Revised: Feb 2023

Formulation and Review of Plan

In creating the comprehensive emergency resource plan, the Board shall consider and make use of resources provided by the Utah State Board of Education, including the plan models and other resources prepared by the State Board as provided for in [Utah Code § 53G-4-402\(18\)\(c\)](#), recommendations provided by the emergency response plan committee, and may consider such other resources it finds helpful. [Utah Code § 53G-4-402\(18\)\(c\) \(2020\)](#)

The Board may direct individual schools to develop and implement school-specific emergency response plans to supplement the plan according to the needs and features of the school. [Utah Admin. Rules R277-400-3\(2\) \(January 22, 2020\)](#)

In cooperation with the appropriate local law enforcement agencies, CGA shall establish a parent and student reunification plan for each school in CGA. Such plan shall provide for reasonable care and supervision of students until the student is released to a responsible party. Schools shall not release students unless a parent or other responsible person has been notified and assumed responsibility for the student.. [Utah Admin. Rules R277-400-6\(10\)\(a\) \(January 22, 2020\)](#) [Utah Admin. Rules R277-400-5\(1\)\(b\) \(January 22, 2020\)](#)

The emergency response plan shall be reviewed at least once every three years. As part of the review process, each school shall review existing security measures and procedures within that school and make necessary adjustments as funding permits. [Utah Admin. Rules R277-400-3\(4\) -7\(1\)\(c\) \(January 22, 2020\)](#)

Public Notice of Plan

A copy of the emergency response plan shall be filed in the superintendent's office and on the Canyon Grove

website. *Utah Admin. Rules R277-400-4(1), (2), (3) (January 22, 2020)*

As part of the registration and enrollment process, parents shall annually be given a summary of parental expectations and notification procedures relating to the parent and student reunification plan for each school where the parent has students enrolled. This information shall also be published on each school's website.

Utah Admin. Rules R277-400-4(1), (2), (3) (January 22, 2020)

Emergency Preparedness Training

By July 1 of each year, the Superintendent shall certify that the emergency response plan has been practiced at the school level and has been presented to and reviewed by the teachers, administrators, and students *Utah Admin. Rules R277-400-3(1) (January 22, 2020)*

CGA shall provide annual training to school staff on their roles, responsibilities, and priorities in the emergency response plan. *Utah Admin. Rules R277-400-7(1)(a) (January 22, 2020)*

Each school shall conduct emergency drills as required by Utah State Board of Education *Rules R277-400-6 and R277-400-7(1)(b). Utah Admin. Rules R277-400-6, -7(1)(b) (January 22, 2020)*

Prevention and Intervention

CGA shall provide schools with curriculum materials regarding comprehensive violence prevention and intervention strategies such as resource lessons and materials on anger management, conflict resolution, and respect for diversity and other cultures. In so doing, CGA shall make use of materials and resources provided by the State Board of Education. Schools may also provide age-appropriate instruction on firearm safety, including appropriate steps to take if a student sees a firearm or facsimile firearm at school.

To the extent resources permit, CGA shall also develop or incorporate care teams, tiered student assistance programs, social-emotional learning, and support through multidisciplinary teams. Multidisciplinary teams, such as care teams, may review school safety related data, conduct threat assessments, consult on case-specific interventions and disciplinary actions, involve parents in the intervention process, and suggest referrals to resources as appropriate. Such teams may include administration personnel, local law enforcement, a mental health professional, and a general or special education teacher.

In developing student assistance programs, CGA may coordinate with the other state agencies. *Utah Admin. Rules R277-400-8 (January 22, 2020)*

School Building Access

With respect to building access during an emergency by various groups (including students, employees, community members, lessees, invitees, and others), the emergency response plan shall consider identified time periods and shall address possession and use of school building keys by designated administrators and employees. The plan may include restricted access for some individuals. *Utah Admin. Rules R277-400-5(1)(c) (January 22, 2020)*

Cooperation With Other Government Entities

As appropriate, CGA may enter into cooperative agreements with other governmental entities to establish proper coordination and support during emergencies.

CGA shall cooperate with other governmental entities to provide emergency relief services in times of public need. For statewide emergencies or emergencies involving more than one school school, the Superintendent is the chief officer to coordinate assistance by the schools. For emergencies within the school school, the CGA Board, through the superintendent, is the chief officer to coordinate assistance by the schools. *Utah Admin.*

Supporting Students Learning English, Parents and Families

[53G-7-221](#)

Date Adopted/Effective:

Date Last Reviewed/Revised: May 2023

Definitions

“English Language Learner” or “ELL program” means an evidence-based language instruction educational program used to achieve English proficiency and academic progress of identified students.

“English Language Learner” or “ELL program” means language services designed to meet the education needs of all students learning English so that students are able to participate effectively in the regular instruction program.

“Evidence-based language instruction education program” means evidence-based methods, recommended by the State Superintendent, that meet the “Non-regulatory Guidance: Using Evidence to Strengthen Education Investments” developed by the U.S. Department of Education.

“Language instruction educational program” means an instructional course:

1. in which the students learning English is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic standards;
2. that may make instructional use of both English and a child’s native language to enable the child to attain and develop English proficiency; and
3. that may include the participation of English proficient children if the course is designed to enable all children to become proficient in English and a second language.

“Student learning English” means an individual who:

1. has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny the individual the opportunity to:
2. learn successfully in classrooms where the language of instruction is English; or
3. participate fully in society;
4. was not born in the United States or whose native language is a language other than English and who comes from an environment where a language other than English is dominant; or
5. is an American Indian or Alaskan native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual’s level of English language proficiency.

Utah Admin. Rules R277-716-2 (April 8, 2021)

Services for Students with Limited English Proficiency

As required by State Board of Education regulations and federal Title III, CGA shall provide an approved language instruction educational program for students learning English.

Utah Admin. Rules R277-716-4 (April 8, 2021)

English Language Learner Program

CGA shall establish a written alternative language services plan that:

1. includes an identification program for students learning English, including a home language survey and a language proficiency for program placement, that is implemented with student registration;
2. uses a valid and reliable assessment of a student's English proficiency in listening, speaking, reading, and writing;
3. provides an evidence-based language instruction educational program based on State Board approved Utah English Language Proficiency Standards;
4. establishes student exit criteria from ALS programs or services; and
5. includes the count of students learning English, by classification, prior to July 1 of each year.

Utah Admin. Rules R277-716-4(1) (April 8, 2021)

Language Acquisition Instructional Services

CGA and each school shall:

1. determine what type of Title III ELL services are available and appropriate for each student identified in need of ELL services, including:
 - a. dual immersion;
 - b. ESL content-based; and
 - c. sheltered instruction;
1. implement an approved language instruction educational program designed to achieve English proficiency and academic progress of an identified student;
2. ensure that all identified students learning English receive English language instructional services, consistent with the Utah English Language Proficiency Standards;
3. provide adequate staff development to assist a teacher and staff in supporting students learning English; and
4. provide necessary staff with:
 - a. curricular materials approved under applicable State Board regulations; and
 - b. facilities for adequate and effective training.

Utah Admin. Rules R277-716-4 (April 8, 2021)

Communication with Parents and Community

Each school in CGA shall provide interpretation and translation services as needed for parents at registration, IEP meetings, SEOP meetings, parent-teacher conferences, and student disciplinary meetings.

Utah Admin. Rules R277-716-4(6)(c)(April 8, 2021)

CGA shall provide the following notices in connection with its alternative language program:

CGA shall notify parents who are not proficient in English regarding CGA's responsibility:

- a. to identify students learning English;
 - b. to assess students' English proficiency;
 - c. to provide English language acquisition instruction to students learning English whose level of English proficiency warrants such services; and
 - d. to provide interpretation and translation services for parents at registration, IEP meetings, SEOP meetings, parent-teacher conferences and student disciplinary meetings.
2. CGA shall provide an annual notice to the parent(s) of each student who is placed into a language instruction educational program which includes

- a. the student's level of English proficiency;
- b. how that level was assessed;
- c. the status of the student's academic achievement;
- d. the methods of instruction proposed to increase language acquisition, including using both the student's native language and English if necessary;
- e. specifics regarding how the methods of instruction will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; and
- f. the specific exit requirements for the program, including:
 - a. the student's expected rate of transition from the program into a classroom that is not tailored for a student learning English; and
 - b. the student's expected high school graduation date if funds appropriated consistent with this rule are used for a secondary school student.

The notices shall be provided annually to the parent of a student placed in a language instruction educational program at the beginning of the school year or no later than 30 days after identification. If a student has been identified as requiring ELL services after the school year has started, CGA shall notify the student's parent within 14 days of the student's identification and placement.

Utah Admin. Rules R277-716-4(6), (7) (April 8, 2021)

Consortium for Alternative Language Services

If CGA generates less than \$10,000 from its count of students learning English, it may form a consortium with other educational entities to deliver alternative language services as provided for by State Board of Education rule.

Utah Admin. Rules R277-716-6 (April 8, 2021)

Requirement for Assessment of Student Achievement	
<u>R277-404</u>	
Date Adopted/Effective:	Date Last Reviewed/Revised: Feb 2023

The Board adopts this policy to provide specific standards and procedures to govern handling and administration of standardized tests. The Board has determined that compliance with this policy is an essential job function of all educators and failure to abide by this policy is grounds for adverse employment action including termination.

Administration of Statewide Assessments

Canyon Grove Academy shall administer statewide assessments to all students enrolled in the grade level or course to which the assessment applies, with the following exceptions:

1. The student has been exempted by the parents completion of a Parental Right to Exempt Students form.
2. A student's IEP team, English Learner team, or Section 504 accommodation plan team shall determine that student's participation in statewide assessments consistent with the Utah Participation and

Assessment Plan

The assessment team shall create a plan to administer statewide assessments by the beginning of each school academic year. The plan shall include:

1. The dates that we shall administer each statewide assessment;
2. Professional development for an educator to fully implement the assessment system;
3. Training for educators and appropriate paraprofessionals in the requirements of assessment administration ethics; and
4. Training for educators and appropriate paraprofessionals in using statewide assessment results effectively to inform instruction. [Utah Admin. Rules R277-404-5\(2\), \(3\), \(4\) \(July 8, 2021\)](#)

Time Periods for Administering Statewide Assessments

An educator or trained employee shall administer statewide assessments required under Utah Admin. Rule R277-404-5 consistent with the schedule on the assessment plan.

The educator or trained employee shall complete all required assessment procedures prior to the end of the assessment window. [Utah Admin. Rules R277-404-4\(3\) \(July 8, 2021\)](#), [Utah Admin. Rules R277-404-5\(8\), \(9\), \(10\) \(July 8, 2021\)](#)

Assessment Training

Assessment staff will use the Standard Test Administration and Testing Ethics Policy in providing training for all assessment administrators and proctors. (This policy can be obtained online at <https://www.schools.utah.gov/assessment> or from the State Board of Education at 250 East 500 South, Salt Lake City, Utah 84111.

At least once each school year, CGA will provide professional development for all educators, administrators, and assessment administrators concerning guidelines and procedures for statewide assessment administration, including educator responsibility for assessment security and proper professional practices. [Utah Admin. Rules R277-404-5\(5\), \(6\), \(7\) \(July 8, 2021\)](#), [Utah Admin. Rules R277-404-3 \(July 8, 2021\)](#)

School Responsibilities

The school, or educator may not use a student's score on a statewide assessment (or a student's exemption from taking such an assessment) to prohibit a student from enrolling in school programs.

The school shall require an educator and assessment administrator and proctor to individually sign the testing ethics signature page provided acknowledging or assuring that the educator administers assessments consistent with ethics and protocol requirements.

All educators and assessment administrators shall conduct assessment preparation, supervise assessment administration, and certify assessment results before providing results to the State Superintendent.

All educators and assessment administrators and proctors shall securely handle and return all protected assessment materials, where instructed, in strict accordance with the procedures and directions specified in assessment administration manuals, CGA rules and policies, and the Standard Test Administration and Testing Ethics Policy. [Utah Admin. Rules R277-404-6 \(July 8, 2021\)](#)

Employee Compliance with Assessment Requirements, Protocols, and Security

Teachers, administrators, and all personnel shall not:

1. Violate any specific assessment administrative procedure specified in the assessment administration manual, violate any state or District standardized assessment policy or procedure, or violate any procedure specified in the State Board testing ethics policy;
2. Fail to administer a state required assessment;
3. Fail to administer a state required assessment within the designated assessment window;
4. Submit falsified data;
5. Allow a student to copy, reproduce, or photograph an assessment item or component; or
6. Knowingly do anything that would affect the security, validity, or reliability of standardized assessment scores of any individual student, class, or school.

A school employee shall promptly report an assessment violation or irregularity to the assessment team leader.

An educator who violates this rule or an assessment protocol is subject to Utah Professional Practices Advisory Commission or Board disciplinary action consistent with [Utah Admin. Rule R277-217](#).

All assessment material, questions, and student responses for required assessments are designated protected, consistent with [Utah Code § 63G-2-305](#), until released.

Canyon Grove Academy shall ensure that all assessment content is secured so that only authorized personnel have access and that assessment materials are returned to the assessment team leader.

An individual educator or school employee may not retain or distribute test materials, in either paper or electronic form, for purposes inconsistent with ethical test administration or beyond the time period allowed for test administration. [Utah Admin. Rules R277-404-8 \(July 8, 2021\)](#)

Reporting Assessment Results

UTREx data shall be updated using the processes and according to the schedules determined by the assessment team lead. The school shall ensure that any computer software for maintaining or submitting data is compatible with data reporting requirements established in R277-484. The school shall ensure that all statewide assessment data have been collected and certify that the data are ready for accountability purposes no later than July 12. [Utah Admin. Rules R277-404-9 \(July 8, 2021\)](#)

Referral to State Board for Violation

Any employee violating this policy shall be subject to adverse employment action, including, but not limited to, termination of employment, and any such educator shall be referred to the Utah Professional Practices Advisory Commission of the State Board of Education for possible disciplinary action.

Fee Waiver	
R277-407 ,	
Date Adopted/Effective:	Date Last Reviewed/Revised:

It is Canyon Grove Academy’s policy that no student may be charged for anything that takes place or is used during the regular onsite school day. That includes textbooks, classroom equipment, and supplies. Fees can be charged for programs which take place before or after school or during school vacations (and for things used in those programs).

The Fee Waiver Application and Declaration of Household Income (with Instructions) are included in Canyon Grove Academy's Yearly Registration Update Packet and New Student Registration Packet.

Learner Validated Enrollment

[R277-419-5, R277-607](#)

Date Adopted/Effective: 3/27/2020

Date Last
Reviewed/Revised:9/16/2021

This policy is in compliance with Utah Board Rule R277-419 Pupil Accounting, which requires that an LEA utilizing a learner validated program do the following:

1. adopt a written policy that designates a learner validated enrollment measurement to document the learner validated membership or enrollment status for each student enrolled in the learner validated program consistent with [R277-419-5\(3\)\(c\)](#);
2. document each student's continued enrollment status in compliance with the learner validated enrollment policy at least once every ten (10) consecutive school days; and
3. appropriately adjust and update student membership records in the student information system for students that did not meet the learner validated enrollment measurement, consistent with [R277-419-7\(3\)\(c\)](#);

Frequency and Location of Learner Validated Attendance

Learner validated attendance will be taken daily and reviewed and updated weekly on the last school day of each week. Learner validated attendance will be entered as follows:

1. Daily attendance will be entered into the Student Information System (SIS) in adherence to CGA Policy.
2. Students physically in attendance will be marked present. Students not physically in attendance will be marked as absent. Excused attendance will be adjusted by the front office.
3. On the last school day of each week, each student that was marked absent during the weekly marking period will be assessed by the classroom teacher to determine if they have met the minimum criteria to be marked as present. Upon this determination, the teacher will replace the marks for absences in the SIS with present.

Continuing Enrollment Measures.

CGA recognizes a variety of measures that may be used to determine if a student participated in the learner validated program in an 1) online, 2) blended, or 3) competency-based learning environment (digital or analog) when reporting learner validated enrollment. The determination of attendance will be the decision of the teacher based on a sufficient level of engagement in the weekly educational goals established in each course. Sufficient engagement is the production of enough evidence of learning that the teacher feels confident the student is prepared to engage in the following weekly educational goals. Some examples of potential measures of evidence, that could be used either singularly or in combination with one another, include:

1. Evidence that validates student learning (e.g., online or offline assignment submissions, rubric-scored written work, presentations, and artistic performances and products, research projects, formative assessment results, progress toward academic goals, student portfolios, demonstrated competency assessments, explicit self-reflection on what students have learned related to institutional programs such as service-learning, student ratings of their knowledge, skills, and reflections on what they have learned over the course of a specified period of time).

2. Evidence that validates student participation (e.g., Learning Management login data; discussion boards; completion of math and literacy supplemental software; virtual conferencing software participation, classroom response systems (surveys/polls/quick checks).

3. Evidence that validates student communication (e.g., emails or other electronic messages, surveys, conversations by phone, texting, feedback exchanges via LMS, assignment pick-up/drop-off).

4. Duration/Frequency minimums for student participation (e.g., minimum student login or teacher contact requirement; minimum hourly requirement, per day or week, when students are engaged in course work; required periodic contact with a licensed educator).

Continued Enrollment Status

Attendance will be marked every day for all students. Learner validated attendance will be determined weekly on the last school day of the week. A student marked present will be counted as a full day attendance unless marked otherwise.

Truancy, Absenteeism, and Parent Notification

A student will be considered in good standing if they have no unexcused absences. Any unexcused absence will be subject to Canyon Grove Policy and will be referred to the school administration. The school shall make reasonable efforts to resolve the school attendance problems of its students. To the extent deemed reasonably feasible by the Board or its designee in individual cases, such reasonable efforts shall include the following:

1. Counseling of the student by school authorities;
2. Issuing a Notice of Truancy;
3. Adjusting the curriculum and schedule if determined necessary to meet special needs of the student;
4. Considering alternatives proposed by the parent or legal guardian;
5. Monitoring school attendance of the student;
6. Voluntarily participating in truancy mediation, if available;
7. Providing the student's parent or legal guardian, upon request, a list of resources available to assist the parent or legal guardian in resolving the student's attendance problems; and
8. Enlisting the assistance of community and law enforcement agencies as appropriate to the extent permitted under [Utah Code § 53G-8-211](#).

Amending Student Membership

In accordance with R277-419-5 any student that has had no contact or participation for ten (10) consecutive days in the learner validated program shall be removed from the Canyon Grove Academy membership role.

Disposal of Textbooks	
R277-433	
Date Adopted/Effective:	Date Last Reviewed/Revised:

School Counseling	
R277-462	
Date Adopted/Effective:	Date Last Reviewed/Revised:

Instructional Resources: Evaluation and Selection of Classroom Materials	
R277-469,	
Date Adopted/Effective:	Date Last Reviewed/Revised: Feb 2023

Definitions

In addition to the definitions in Policy EEE, the following definitions apply in this policy:
1. "Material" means anything which is or may be used as a means of communication, including for example something printed or written or any picture, drawing, photograph, motion picture, or pictorial representation, or any statue or other figure, or any recording or transcription, or any mechanical, chemical, or electrical reproduction.

[Utah Code § 76-10-1201\(7\) \(2013\)](#)
2. "Classroom material" means instructional material made available to students in a particular class to support student learning and either has not been specifically approved for use by CGA under Policy EEE or is not material designated as "recommended limited" or "recommended student resource" by the Utah State Board of Education.

[Utah Code § 53G-10-103\(1\)\(a\), \(f\)\(i\)\(A\) \(2022\) Utah Admin. Rules R277-469-2\(17\), \(19\) \(January 9, 2018\)](#) 3. "Classroom material review committee" means a committee formed at the school level, appointed as needed and consisting of a school administrator or administrators, two educators from the school, and at least two parents with students enrolled in and attending the school. For a committee at a middle school or junior high or high school, at least one of the educators shall be licensed in the same area as the educator teaching in the classroom in question. An administrator member of the committee shall serve as the committee chair. Parents appointed to a classroom material review committee shall be reflective of the members of the relevant school community. The

classroom material review committee considering a particular request may not include either the educator whose classroom material is in question or an individual who has made the request or a family member of the individual making the request.

Utah Code § 53G-10-103(3) (2022)

Parental exemption from objectionable classroom materials

Whether or not an item of classroom materials contains pornographic or indecent material, a parent or guardian may by timely request exempt the child of the parent or guardian from a requirement to read or review an item of classroom material if the parent or guardian finds the material objectionable. In that case, the child shall be provided with an alternate selection without penalty.

Review of classroom materials in response to request

Requests for review of classroom materials are limited as follows:

- Personal interest requirement
A student may request review of classroom materials in a classroom or class where the student is currently enrolled and attending.
- A parent or guardian may request review of classroom materials in a classroom or class where a child of the parent or guardian is currently enrolled and attending.
- A member of the Board of Education may request review of classroom materials in a classroom or class in a school within the local school board school the Board member represents

Limits on review

- Any item which has been reviewed under this policy and retained may not be subject to another review for at least three years.

Preconditions to review

- Any adult who wishes to file a request for review of an item under this policy must first read or review the material as a whole before filing the request (students are not to be required, requested, or encouraged to complete reading or reviewing material in which they have discovered content they believe is pornographic or indecent material).
- Before filing a request for review of an item of classroom material, the individual shall first meet with the educator using the material, who shall if able explain the intended purpose and use of the material in question.
- If the educator is unable to provide this information or the individual is not satisfied with the information provided, the individual shall then meet with the principal (or a school administrator designated by the principal) regarding the concern.

If after meeting with the administrator the individual wishes to request review of the item, the individual shall complete the Request for Review of Classroom Materials form and provide it to the

principal of the school where the classroom with the material is located. The principal or principal's designee shall make an initial determination whether the form has been fully completed and the requirements for requesting review have been met. If so, the principal or designee shall establish a classroom materials review committee to conduct the review.

In conducting a requested review, the primary purpose of the classroom materials review committee shall be to determine whether the item contains pornographic or indecent material. However, the committee may also evaluate whether the materials are age-appropriate and whether the use of the materials should be reconsidered in light of all appropriate factors. The committee's determinations shall be made by majority vote of the members of the committee. Prior to engaging in any discussions with other committee members or participating in any decision making, each committee member shall read the item in its entirety (for written items) or review the item as a whole (for non-written items).

After the chair of the classroom materials review committee has confirmed that all members of the committee have reviewed the item in question, the chair shall schedule such meetings as are necessary for the committee to discuss the item and make its determinations.

In determining whether the item contains pornographic or indecent material, the committee shall determine whether the material meets any of the four tests for pornographic or indecent material set out in the definition in Policy EEE.

If the committee determines that the item contains pornographic or indecent material, then the item shall be designated as no longer approved for use and removed from use. If the committee determines that the item does not contain pornographic or indecent material, then the committee may, but is not required to, proceed to other considerations as set out in the following paragraphs.

Utah Code § 53G-10-103(2) (2022)

The committee may elect to evaluate whether the item should be removed from all use or restricted in use based on considerations of age appropriate use. In this evaluation, the committee shall use the definition of "age appropriate" set forth in Policy EEE in light of the prevailing standards in the adult community with regard to what is appropriate for children of that age.

The committee may also elect to consider whether the use of the materials should be discontinued in light of all appropriate factors.

After the committee has made its determination, it shall prepare a written report which explains its findings and the grounds for its findings. A copy of the report shall be provided to the person who requested the review.

The chair of the classroom materials review committee shall report the results of the review to the Utah State Board of Education using the reporting tool provided by the State Board at this website.

Utah Code § 53G-10-103(4)(b)(iii) (2022)

The determination of the classroom materials review committee is final and may not be further appealed.

Request for Review of Classroom Materials

Requester: _____

Address: _____ City: _____ Zip _____

Email: _____ Phone: _____

Qualifying personal interest category or categories: _____

Classroom using materials: _____

Brief statement explaining the request

Type of material: Book (Print) E-Book (Digital) Audio Book Movie Magazine
Other Audio Recording Digital Resource Game Newspaper Other

Title: _____

Author or Producer: _____

Are you a student? Yes No (If yes, do not finish reviewing the material)

Have you read or reviewed the entire material? Yes No (Not required of students)

The pornographic or indecent material can be found at the following location or locations (page, chapter, link, timestamp, etc.)

Other reasons (age appropriateness, other) that the item should be removed from use:

I understand that I must meet the personal interest requirement set out in CGA Policy in order to obtain review. Initial: _____

I have met with the educator using the material as required by CGA Policy . Initial: _____

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

Signed on the _____ day of _____, _____ at _____

(Day) (Month) (Year) (City or other location and state/country)

Printed Name _____

Signature _____

Data Confidentiality

[R277-487](#), [34 CFR 99.53E](#)

Date Adopted/Effective: 6-20-19

Date Last Reviewed/Revised: 6-20-19

1. Governing Principles

LEA takes its responsibility toward student data seriously. This governance plan incorporates the following Generally Accepted Information Principles (GAIP):

- A. **Risk:** There is risk associated with data and content. The risk must be formally recognized, either as a liability or through incurring costs to manage and reduce the inherent risk.
- B. **Due Diligence:** If a risk is known, it must be reported. If a risk is possible, it must be confirmed.
- C. **Audit:** The accuracy of data and content is subject to periodic audit by an independent body.
- D. **Accountability:** An organization must identify parties which are ultimately responsible for data and content assets.
- E. **Liability:** The risks in information means there is a financial liability inherent in all data or content that is based on regulatory and ethical misuse or mismanagement.

2. Data Maintenance and Protection Policy

The LEA recognizes that there is risk and liability in maintaining student data and other education-related data and will incorporate reasonable data industry best practices to mitigate this risk.

2.1 Process

In accordance with [R277-487](#), the LEA shall do the following:

- A. Designate an individual as an Information Security Officer
- B. Adopt the [CIS Controls](#) or comparable
- C. Report to the USBE by October 1 each year regarding the status of the adoption of the CIS controls or comparable and future plans for improvement.

3. Roles and Responsibilities Policy

The LEA acknowledges the need to identify parties who are ultimately responsible and accountable for data and content assets. These individuals and their responsibilities are as follows:

3.1 Data Manager roles and responsibilities

- A. authorize and manage the sharing, outside of the student data manager's education entity, of personally identifiable student data for the education entity as described in this section
- B. provide for necessary technical assistance, training, and support
- C. act as the primary local point of contact for the state student data officer
- D. ensure that the following notices are available to parents:
 - a. annual FERPA notice (see [34 CFR 99.7](#)),
 - b. directory information policy (see [34 CFR 99.37](#)),
 - c. survey policy and notice (see [20 USC 1232h](#) and [53E-9-203](#)),
 - d. data collection notice (see [53E-9-305](#))

3.2 Information Security Officer

- A. Oversee adoption of the CIS controls
- B. Provide for necessary technical assistance, training, and support as it relates to IT security

4. Training and Support Policy

The LEA recognizes that training and supporting educators and staff regarding federal and state data privacy laws is a necessary control to ensure legal compliance.

4.1 Procedure

- A. The data manager will ensure that educators who have access to student records will receive an annual training on confidentiality of student data to all employees with access to student data. The content of this training will be based on the Data Sharing Policy.
- B. By October 1 each year, the data manager will report to USBE the completion status of the annual confidentiality training and provide a copy of the training materials used.
- C. The data manager shall keep a list of all employees who are authorized to access student education records after having completed a training that meets the requirements of [53E-9-204](#).

5. Audit Policy

In accordance with the risk management priorities of the LEA, the LEA will conduct an audit of:

- A. The effectiveness of the controls used to follow this data governance plan; and
- B. Third-party contractors, as permitted by the contract described in [53E-9-309\(2\)](#).

6. Data Sharing Policy

There is a risk of redisclosure whenever student data is shared. The LEA shall follow appropriate controls to mitigate the risk of redisclosure and to ensure compliance with federal and state law.

6.1 Procedure

- A. The data manager shall approve all data sharing or designate other individuals who have been trained on compliance requirements with FERPA.
- B. For external research, the data manager shall ensure that the study follows the requirements of FERPA's study exception described in [34 CFR 99.31\(a\)\(6\)](#).
- C. After sharing from student records, the data manager shall ensure that an entry is made in the LEA Metadata Dictionary to record that the exchange happened.
- D.
- E. After sharing from student records, the data manager shall make a note in the student record of the exchange in accordance with [34 CFR 99.32](#).

7. Expungement Request Policy

The LEA recognizes the risk associated with data following a student year after year that could be used to mistreat the student. The LEA shall review all requests for records expungement from parents and make a determination based on the following procedure.

7.1 Procedure

The following records may not be expunged: grades, transcripts, a record of the student's enrollment, assessment information.

The procedure for expungement shall match the record amendment procedure found in [34 CFR 99, Subpart C](#) of FERPA.

- A. If a parent believes that a record is misleading, inaccurate, or in violation of the student's privacy, they may request that the record be expunged.
- B. The LEA shall decide whether to expunge the data within a reasonable time after the request.
- C. If the LEA decides not to expunge the record, they will inform the parent of their decision as well as the right to an appeal hearing.

- D. The LEA shall hold the hearing within a reasonable time after receiving the request for a hearing.
- E. The LEA shall provide the parent notice of the date, time, and place in advance of the hearing.
- F. The hearing shall be conducted by any individual that does not have a direct interest in the outcome of the hearing.
- G. The LEA shall give the parent a full and fair opportunity to present relevant evidence. At the parents' expense and choice, they may be represented by an individual of their choice, including an attorney.
- H. The LEA shall make its decision in writing within a reasonable time following the hearing.
- I. The decision must be based exclusively on evidence presented at the hearing and include a summary of the evidence and reasons for the decision.
- J. If the decision is to expunge the record, the LEA will seal it or make it otherwise unavailable to other staff and educators.

8. Data Breach Response Policy

The LEA shall follow industry best practices to protect information and data. In the event of a data breach or inadvertent disclosure of personally identifiable information, the LEA staff shall follow industry best practices for responding to the breach.

8.1 Procedures

- A. The Director will work with the information security officer to designate individuals to be members of the cyber incident response team (CIRT)
- B. At the beginning of an investigation, the information security officer will begin tracking the incident and log all information and evidence related to the investigation.
- C. The information security officer will call the CIRT into action once there is reasonable evidence that an incident or breach has occurred.
- D. The information security officer will coordinate with other IT staff to determine the root cause of the breach and close the breach.
- E. The CIRT will coordinate with legal counsel to determine if the incident meets the legal definition of a significant breach as defined in [R277-487](#) and determine which entities and individuals need to be notified.
- F. If law enforcement is notified and begins an investigation, the CIRT will consult with them before notifying parents or the public so as to not interfere with the law enforcement investigation.

9. Publication Policy

The LEA recognizes the importance of transparency and will post this policy on the LEA website.

Electronic Device	
R277-495	
Date Adopted/Effective:	Date Last Reviewed/Revised:

Effective Educator

Canyon Grove Academy has adopted the Utah Model Educator Evaluation System, which is aligned to the Utah Effective Educator Standards in accordance with R277-530, R277-531, and R277-533.

It is the policy of the Board to require all licensed personnel to participate in the evaluation program for the following purposes:

- To insure student academic growth as a result of quality instruction.
- To promote professional growth in conjunction with an educator's professional growth plan.
- To develop, support, and maintain highly effective educators through an ongoing and systematic cycle of goal setting, observation, feedback, collaboration, professional learning and reflection.
- To promote the use of evidence-based instructional techniques and practices.
- To promote professional and ethical behavior.
- To foster a collaborative professional culture that facilitates student learning.
- To provide a basis for decisions affecting employment and salary.

Definitions for the Purpose of this Policy

Educator means an individual licensed under Utah Code Section 53A-6-104 who, as a condition of licensure, is required to comply with the standards and requirements of Utah Administrative Rule R277-530, R277-531, and R277-533.

Site Specific educator means an individual who has provided adequate documentation/education to deem them an appropriate teacher as approved by the local school board.

Non certified educator means an individual working on a license and enrolled in APPL under Utah Code Section 53A-6-104 who, as a condition of licensure, is required to comply with the standards and requirements of Utah Administrative Rule R277-530, R277-531, and R277-533.

Formative Evaluation is an informal evaluation process designed to provide feedback to educators on how to improve their performance; it is used to promote reflection and professional growth.

Summative Evaluation is an evaluation that is designed to determine an educator's effectiveness rating based on standards of instructional quality and classroom performance observation data, student growth data, and stakeholder input data. Summative evaluations may inform decisions on salary and employment.

Summative Overall Rating is the effectiveness rating assigned to an educator (Not Effective, emerging Effective/Minimally Effective, Effective, or Highly Effective).

Satisfactory Performance is defined as a summative overall rating that is Emerging Effective/Minimally Effective, Effective, or Highly Effective.

Unsatisfactory Performance is defined as a summative overall rating that is Not Effective.

Evaluation is defined as a comprehensive and ongoing cycle of goal setting, observation, feedback, professional learning, and reflection; all licensed school educators will participate in the evaluation process each year, either formatively or summatively.

Informal Observation is defined as an unscheduled, informal observation of licensed educator performance for the purpose of providing feedback.

Formal Observation for the purpose of this policy is defined as a pre-conference between the evaluator and the educator; for classroom teachers this includes a lesson plan, a scheduled observation of classroom instruction aligned to the lesson plan, and a post-conference for feedback and reflection.

Administrator means an individual who serves in an administrative area of concentration and supervises school administrators or teachers.

Evaluation Policy and Procedures

Each licensed employee shall be evaluated by the Superintendent or Director

All *first year and non certified* educators shall be assigned a new teacher mentor in accordance with EYE standards and *53A-8a-408*.

Evaluation frequency:

- a. *Educators* shall participate in a summative evaluation every three years. Formative evaluations of career educators will occur annually. A career educator may be subject to additional summative evaluation at any time based on information obtained during the formative evaluation process. A career educator may make a request to the principal to be summatively evaluated during a formative year.
- b. Evaluation of *first year / certified / non certified / site specific educators* who are Level 1 license holders shall align to EYE Requirements and provide for at least one evaluation each contract year prior to the end of the second quarter for a minimum of three years and up to five years. Evaluation of *first year / certified / non certified / site specific educators* who are Level 2 license holders shall occur at least once each contract year, prior to the end of the second quarter for a minimum of three years and up to five years.
- c. The Superintendent or designee may initiate an evaluation of any licensed educator when deemed necessary.

The educator evaluation system for Canyon Grove Academy includes the following components to support effective instruction and professional growth:

- A. A systematic annual evaluation of all licensed provisional, probationary, and career educators;
- B. Use of multiple lines of evidence that must include:
 - Educator self evaluation and goal setting;
 - For an administrator, employee regular conferences to provide feedback;
 - Multiple observations of professional performance at appropriate intervals to ensure adequate reliability;
 - Evidence of professional growth and other indicators of professional improvement
 - Student growth data;
 - Analysis of, and response to stakeholder input data, student data, and professional performance data.
- C. A summative evaluation that differentiates among four levels of performance; and
- D. For an administrator, the effectiveness of evaluating employee performance

The Canyon Grove Educator Evaluation system may not require end-of-level assessment scores in educator evaluation.

Evaluation Cycle and Timeline:

- A. Orientation, notification, and access to the CGA evaluation instrument shall be given at least fifteen (15) calendar days before the evaluation is scheduled to begin, and will occur within the first three weeks of school each year.
- A minimum of one formal observation shall be conducted yearly for *first year / certified / non certified / site specific* educators, prior to the end of the second quarter. Formal observation for the purpose of this policy for classroom teachers is defined as including a lesson plan and pre-conference, the classroom observation, and a post-conference.
 - The evaluation process shall allow multiple opportunities throughout the process, for educators to make written responses to any part of the evaluation and/or to contribute additional information and artifacts to inform the effectiveness rating.
 - A copy of the evaluation shall be provided to the educator.
 - A copy of the final overall summative effectiveness rating will be submitted as an annual effectiveness rating in CACTUS. Evaluation documents are subject to audit by USBE. Evaluation records are classified as “Private Records” and shall be managed according to the guidelines of privacy policy and law.

A rating of *Emerging Effective/Minimally Effective, Effective, or Highly Effective* shall be considered satisfactory performance for any licensed educator.

- A mid-year conference shall be conducted for all licensed *first year / certified / non certified / site specific* educators in their summative evaluation year, prior to the end of the second quarter each year.
- The mid-year conference for *first year / certified / non certified / site specific* educators *in their summative evaluation year* shall generate a formative mid-year rating based on a minimum of two observations (one must be formal) and other lines of evidence. If the rating from the mid-year conference is *Not Effective*:The educator shall be notified continued school employment is in question, and
- Additional resources shall be identified to assist the *first year / certified / non certified / site specific* educator.
- A second evaluation cycle will begin after the mid-year conference.

The *first year / certified / non certified / site specific* educator will receive a summative overall rating at a conference to be held by no later than the end of the third quarter.

An educator's annual advancement on an adopted salary schedule shall be based primarily upon an evaluation system that differentiates among four levels of performance as described in Section 53A-8a-405 and R277-533, unless the educator:

- Is a provisional educator; or
- Is in the first year of an assignment, including a new subject, grade level or school.
- An educator's annual advancement on an adopted salary schedule may not be based on end-of-level assessment scores; and
- A licensed educator may not advance on an adopted salary schedule if the educator's rating on the most recent evaluation is at the lowest level of the evaluation instrument, *Not Effective* (53A-8a-601); and
- A salary adjustment may be awarded only to an educator who has received a satisfactory rating or above on the educator's most recent evaluation. (53A-17a-153)

Computing the Annual Summative Rating

An educator's component ratings shall be based on:

Actual observations of the educator's performance; and

Educator, evaluator, student growth, or other stakeholder data gathered, calculated, or observed in alignment with the Utah Effective Teaching Standards or the Utah Educational Leadership Standards and rubrics.

Summative scores shall be reported annually for all educators using the approved terminology for reporting:

- Not Effective = 0
- Minimally Effective/Emerging Effective = 1
- Effective = 2
- Highly Effective = 3

Right to Review a Summative Overall Rating

An educator who is not satisfied with a summative evaluation may request a review in writing of the summative evaluation within 15 calendar days after receiving the evaluation document. A review of the educator's summative evaluation:

Shall be conducted by a certified raters with experience rating educators, and not employed by CGA, in accordance with the Utah Effective Educator Standards.

A certified rater shall review:

- i. CGA's educator evaluation policies and procedures;

- ii. The evaluation process conducted for the educator;
- iii. The evaluation data from the professional performance, student growth, and stakeholder input components, and
 - i. An educator’s written response, if submitted; and
 - ii. Will report the certified rater’s findings, in writing, to CGA’s superintendent for action.

CGA shall determine if the initial educator rating was in accordance with school educator evaluation policies, and based on the requirements of the performance standards. *Utah Code 53A-8a, R277-531, and R277-533.*

12. CGA shall report to the Board annually on or before June 30, the information necessary for them to make the report required by Section 53A-8A-410.

Nothing in this Policy shall prevent CGA from taking appropriate disciplinary action for misconduct defined in District policy DHA, the Utah Code, or Utah Administrative Rule.

School Buses	
<u>R277-601</u>	
Date Adopted/Effective:	Date Last Reviewed/Revised: Aug 23

Prohibited Use of Electronic and Telecommunications Devices

A school bus operator’s primary responsibility, consistent with training and policy, is always the safety of passengers and the safety of the public.

While the school bus is in motion and not appropriately parked or secured, a school bus operator shall not use a cell phone, wireless electronic device, or any headset, earpiece, earphones or other equipment that might distract a driver from his responsibilities, whether hand held or not. (However, operators may use two-way radios or mounted GPS systems if done in a safe and appropriate manner.) *Utah Admin. Rules R277-601-3(1), (2)(a), (b) (August 12, 2021)*

Permitted Use of Electronic and Telecommunications Devices

After the bus is stopped and safely parked, a school bus operator may use an electronic device for emergencies, to assist special needs students, for behavior management, for appropriate assistance for field/activity trips, or for other issues related to the operator’s work responsibilities.

Subject to other District policies regarding use of personal electronic devices, a school bus operator may use an electronic device for personal reasons only after the school bus is safely parked and appropriately secured and all passengers are safely off and at a safe distance from the bus.

Utah Admin. Rules R277-601-3(2) (d) (August 12, 2021)

Training and Documentation

Each school bus operator shall be trained regarding the safe and appropriate use of two-way radios and fixed GPS devices and regarding the restrictions on use of electronic devices. Retraining or refresher training on these subjects shall be provided as needed and as determined by the Director. CGA shall maintain documentation of all such training.

Utah Admin. Rules R277-601-3(2)(b), (c)

Disciplinary Action for Violation

Violation of the prohibitions regarding use of electronic devices by school bus operators may subject the violator to disciplinary action up to and including termination of employment. Violations of the prohibitions for emergency or compelling reasons may require documentation and will be considered on an individual basis by CGA. In accordance with the department of transportation, all school bus drivers are subject to annual queries regarding their driving history. All bus driver's are registered with a live scan background check that alerts the school immediately of any crimes or transportation issues that arise with the local government agencies that would prevent them from safely driving a bus.

Utah Admin. Rules R277-601-3(3). (4)

Student Participation in Public School Achievement Tests	
R277-604	
Date Adopted/Effective:	Date Last Reviewed/Revised:

Discipline Plans, Corporal Punishment Prohibition	
Relevant Codes and Rules: R277-609 (standards for School Discipline Plans), R277-608 (Corporal Punishment Prohibition), 53A-15-603 (Gang Prevention), 53A-11-906 (Alternatives to Suspension) 53G-8-802	
Date Adopted/Effective:	Date Last Reviewed/Revised:

The school has three school-wide rules of behavior that all students follow and all classroom teachers enforce:

- Be respectful
- Be responsible
- Be respectful

Suspension/Expulsion

Note: When making decisions on behavioral interventions for students receiving special education services, the IEP team shall refer to the *USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines* for information on research-based intervention procedures.

When a student fails to follow the school rules of behavior, a teacher may determine appropriate disciplinary action. Such disciplinary action may include a student behavior contract, a parent-teacher conference, or a behavior conference with the Director. A teacher may refer any student to the Director for a behavior conference. The teacher shall immediately report to the Director of the school and take the student to the Director for appropriate action. The Director shall immediately conference with the student. The Director shall explain to the student any reasons for the suspension. The students shall have the opportunity to tell his/her side of the story. The Director shall document the student conference.

In an emergency situation, which constitutes a clear and present danger to students or school personnel, suspension may be imposed without affording the student the opportunity of a conference. When such an emergency situation occurs that requires the immediate use of moderately or highly intrusive interventions to protect the student or others from harm, school staff shall complete and submit a emergency behavior information form and shall notify the student's parents within 24 hours.

If the Director suspends the student, a parent or emergency contact shall be notified immediately. If a student is suspended before the end of the school day, the student shall only be released to a parent or emergency contact. The Director shall immediately notify the parent or guardian that the student has been suspended, the grounds for suspension, and the period of time for which the student is suspended.

The Director shall ask the parent or guardian of the student to attend a parent/teacher conference regarding the suspension. This meeting shall be scheduled to occur as soon as is practicable, but in all cases prior to the end of the tenth day of the suspension. The Director or other authorized school administrator must attend the conference. The student shall not be returned to the class from which he was suspended, during the period of suspension, without the concurrence of the teacher of the class and the Director. During the time of suspension from the class, a place shall be provided by the administration for the student to report, until the situation is resolved. Students shall be allowed to complete make-up work or substitute assignments for those missed while the student is suspended.

The Director may suspend a student for up to ten consecutive school days. The length of time that a student is suspended shall be related to the seriousness of the offense.

If a student is suspended for more than 10 school days or is subject to expulsion, the Director shall give notice to the student and parents, *in writing*, the reasons for suspension or expulsion. The director shall also notify the parents, *in writing*, of the opportunity to request a hearing. If a parent requests a hearing, such a hearing shall be conducted in accordance with the following State recommended procedures:

- The parent shall have and receive notice of:

1. Names of witnesses against him and opportunity to present witnesses (witnesses' names may be protected if school determines they would suffer physical/psychological harm; student cannot **compel** witnesses);
2. Reasonable time to prepare the case;
3. The opportunity for counsel, if CGA/local board uses an attorney;
4. The right to notice of procedures for the hearing in writing, in student handbook or on school website;
5. The right to have the hearing recorded;
6. A **fair** hearing officer (credible and objective person or panel – not necessarily uninformed);

- The decision must not be based **solely** on hearsay; rules of evidence do not control.

- The student has no official protection against self-incrimination; though if criminal charges are also pending, this may require consultation with local law enforcement.
- A decision must be made **only on evidence presented at the hearing**.
- Student/parent has the right to the written findings.
- Decision is by a preponderance (>50%) of the evidence.
- Student should have at least one level of appeal.
- Student/parents must “exhaust administrative remedies” and participate and cooperate in one of these processes, prior to appealing a decision to District Court.

Discipline Procedures for Students With Disabilities.

If the pupil qualifies as a disabled student under IDEA or 504, or if the student is currently being evaluated for special education services, suspension must follow all applicable state and federal laws regarding students with disabilities. The special education team (including parents, School Director, classroom teachers, and special education teachers) must ensure that any disciplinary or suspension procedures are aligned with the student’s IEP and are carefully documented.

The school follows Utah Special Education Rules regarding discipline procedures for students with disabilities which states:

AUTHORITY OF SCHOOL PERSONNEL

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.
2. School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
3. After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the LEA must provide services to the extent required.
4. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student’s disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the 10th day of removal that constitutes a change in placement, the LEA must provide services to the student.

SERVICES

1. A student with a disability who is removed from the student’s current placement must:
 - a. Continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s IEP; and
 - b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
2. The services may be provided in an interim alternative educational setting.
3. An LEA is only required to provide services during periods of removal to a student with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a student without disabilities who is similarly removed.
4. After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, if the current removal is for not more than ten (10) consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the student’s teachers determine

the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

5. If the removal is a change of placement, the student's IEP team determines appropriate services to be provided during the removal.

CHANGE OF PLACEMENT DUE TO DISCIPLINARY REMOVALS

1. For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if:

a. The removal is for more than ten (10) consecutive school days; or

b. The student has been subjected to a series of removals that constitute a pattern:

(1) Because the series of removals total more than ten (10) school days in a school year;

(2) Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and

(3) Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

2. The LEA determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

MANIFESTATION DETERMINATION

1. Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

b. If the conduct in question was the direct result of the LEA's failure to implement the IEP.

2. The conduct must be determined to be a manifestation of the student's disability if the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was caused by or had a direct and substantial relationship to the student's disability, or was the direct result of the LEA's failure to implement the IEP.

3. If the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies.

4. If the LEA, the parent, and relevant members of the IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP team must:

a. Either:

(1) Conduct a functional behavioral assessment (FUBA), unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the student; or

(2) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

b. Unless the misconduct falls under the definition of special circumstances in V.E.5, return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

5. **Special circumstances.** School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

a. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA;

b. 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 function under the jurisdiction of an LEA, or

c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.

d. Definitions. For purposes of this section, the following definitions apply:

(1) Controlled substance means a drug or other substance that cannot be distributed without a prescription, identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812(c)).

(2) Illegal drug means a controlled substance but does not include a drug controlled, possessed, or used under the supervision of a licensed health-care professional or one legally possessed or used under the Controlled Substances Act or under any other provision of Federal law (21 USC 812).

(3) Serious bodily injury means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC 1365). Serious bodily injury does not include a cut, abrasion, bruise, burn, disfigurement, physical pain, illness, or impairment of the function of a bodily member, organ or mental faculty that is temporary (20 USC 1365).

(4) Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2-1/2 inches (18 USC 930).

PROCEDURAL SAFEGUARDS NOTICE

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice.

DETERMINATION OF SETTING

The student's IEP team determines the interim alternative educational setting for services if the behavior that gives rise to the removal is not a manifestation of the student's disability, the removal constitutes a change of placement, or the behavior falls under the special circumstances in V.E.

APPEALS BY PARENT OR LEA

1. The parent of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or an LEA that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a due process hearing complaint.

2. Authority of hearing officers.

a. A due process hearing officer hears, and makes a determination regarding an appeal.

b. In making the determination, the hearing officer may:

(1) Return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of the discipline procedures under Part B of the IDEA or these Rules or that the student's behavior was a manifestation of the student's disability; or

(2) Order a change of placement of the student with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

c. The appeal procedures may be repeated if the LEA believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

3. Expedited due process hearing.

a. Whenever a hearing is requested, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing.

b. The LEA is responsible for arranging the expedited due process hearing with the USOE, which must occur within twenty (20) school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within ten (10) school days after the hearing.

c. Unless the parents and LEA agree in writing to waive the resolution meeting, or agree to use mediation:

(1) A resolution meeting must occur within seven (7) calendar days of receiving notice of the due process

complaint; and

(2) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of the receipt of the due process complaint.

d. The decisions on expedited due process hearings are appealable.

PLACEMENT DURING APPEALS.

When an appeal has been made by either the parent or the LEA, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified, whichever occurs first, unless the parent and the SEA or LEA agree otherwise.

PROTECTIONS FOR STUDENTS NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

1. A student who has not been determined to be eligible for special education and related services under Part B of the IDEA, and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

2. An LEA must be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:

a. The parent of the student expressed concern in writing to supervisory or administrative personnel of the appropriate LEA, or a teacher of the student, that the student is in need of special education and related services;

b. The parent of the student requested an evaluation of the student; or

c. The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of the LEA or to other supervisory personnel of the LEA.

3. An LEA would not be deemed to have knowledge that a student is a student with a disability if:

a. The parent of the student:

(1) Has not allowed an evaluation of the student; or

(2) Has refused services under this part; or

b. The student has been evaluated in accordance with and determined to not be a student with a disability under Part B of the IDEA.

4. If an LEA does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to students without disabilities who engage in comparable behaviors.

a. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

(1) Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

(2) If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the LEA and information provided by the parents, the LEA must provide special education and related services.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

1. Nothing in Part B of the IDEA prohibits an LEA from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.

2. Transmittal of records.

a. An LEA reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the LEA reports the crime.

b. An LEA reporting a crime under this section may transmit copies of the student's special education and

disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

Bullying, Cyberbullying, Harassment, and Suicide Prevention

[R277-613](#), [R277-609](#), [53A-11a-301](#), [R277-620](#), [53A-11a-203](#), [HB481](#)

Date Adopted/Effective: 6/20/2019

Date Last Reviewed/Revised: :Aug 2023

Bullying, cyber-bullying and hazing of students and employees are prohibited and are against federal, state and local policy, and are not tolerated by Canyon Grove Academy. Canyon Grove Academy is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, Canyon Grove Academy has in place policies, procedures, and practices designed to reduce and eliminate bullying, cyber-bullying, and hazing—including civil rights violations or actions based on a student’s or employee’s actual or perceived race, color, national origin, sex, disability, religion, religious clothing, gender identity, sexual orientation, or other physical or mental attributes—as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, and hazing of students and/or employees by students and/or employees will not be tolerated at Canyon Grove Academy.

School officials have the authority to discipline students for off-campus speech and behavior that causes or threatens a substantial disruption on campus or during school activities, including violent altercations, or a significant interference with a student’s educational performance and involvement in school activities. If after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code Section 53G-8-205 and, loss of participation in extracurricular activities, and/or probation. If after an investigation, a school employee is found to have violated this policy, the employee shall be disciplined by appropriate measures up to, and including, termination.

II. Definitions

A. “Abusive conduct” means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine:

1. is intended to cause intimidation, humiliation, or unwarranted distress;
2. results in substantial physical or psychological harm as a result of intimidation, humiliation, or unwarranted distress; or
3. exploits an employee's known physical or psychological disability
 - a. a single act does not constitute abusive conduct, unless it is an especially severe and egregious act that meets the standard under Subsection (A)(1), (2), or (3).

B. “Bullying” means a school employee or student intentionally committing a written, verbal, or physical act against a school employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:

1. causing physical or emotional harm to the school employee or student;
2. causing damage to the school employee's or student's property;

3. placing the school employee or student in reasonable fear of:
 - a. harm to the school employee's or student's physical or emotional well-being; or
 - b. damage to the school employee's or student's property;
4. creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - a. the pervasiveness, persistence, or severity of the actions; or
 - b. a power differential between the bully and the victim; or
5. substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.
6. The conduct described above constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.
7. "Bullying" includes relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation.

C. "Civil rights violation" means bullying, cyber-bullying, or hazing that is targeted at a student or employee upon the students' or employees' identification as part of any group protected from discrimination under the following federal laws:

1. Title VI of the Civil Rights Act of 1964, including discrimination on the basis of race, color, or national origin;
2. Title IX of the Education Amendments of 1972, including discrimination on the basis of sex; or
3. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination on the basis of disability;

D. "Cyber-bullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

E. "Disruptive student behavior" means the same as that term is defined in Utah Code Subsection 53G-8-210(1)a).

1. disruptive student behavior includes:
 - a. the grounds for suspension or expulsion described in Utah Code Section 53G-8-205; and
 - b. the following conduct described in Utah Code Subsection 53G-8-209 (2)(b):
 - use of foul, abusive, or profane language while engaged in school related activities;
 - illicit use, possession, or distribution of controlled substances or drug paraphernalia, and the use, possession, or distribution of an electronic cigarette as defined in Utah Code Section 76-10-101, tobacco, or alcoholic beverages contrary to law; and
 - hazing, demeaning, or assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order under Utah law.

F. "Hazing" means a school employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:

1. endangers the mental or physical health or safety of a school employee or student;
 - a. involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
 - b. involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or
 - c. involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and
2. is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for in a school or school sponsored team, organization, program, club, or event; or
3. is directed toward a school employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a school or school sponsored team, organization, program, club, or event in which the individual who commits the act also participates.
4. the conduct described in this Subsection F constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

G. “Parent” means a student’s parent or guardian. **H.** “Restorative justice practice” means a discipline practice 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. **I.** “Retaliation” means an act of communication intended:

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

J. “School” means a public elementary or secondary school, including a charter school

K. “School board” means: 1. a local school board; or 2. a charter school governing board.

L. “School employee” means an individual working in the individual’s official capacity as:

1. a school teacher; 2. a school staff member; 3. an administrator; or 4. an individual who is employed, directly or indirectly, by a school;

M. “Trauma-Informed Care” means a strengths-based service delivery approach grounded in an understanding of and responsiveness to the impact of trauma, emphasizing physical, psychological, and emotional safety for both offenders and victims, and creating opportunities for victims to rebuild a sense of control and empowerment.

N. “Volunteer” means a person working under the direct supervision of a licensed educator.

III. Actions Required to Create or Update Bullying Policies

A. In addition to the requirements of Utah Code Subsection 53G-9-605 (3), Canyon Grove Academy’s LEA is required to:

1. develop, update, and implement policies as required by Utah Code Section 53G-9-605 and this rule;
2. develop policy with the input from students, parents, teachers, school administrators, school staff, or law enforcement agencies;
3. post a copy of [its]the Canyon Grove Academy LEA’s policy on the Canyon Grove Academy LEA’s

website;

4. develop an action plan to address a reported incident of bullying, cyber-bullying, hazing, or retaliation, [or abusive conduct];
5. provide a requirement for a signed statement that meets the requirements of Utah Code Subsection 53G-9-605 (3)(g)h annually; and
6. assess students about the prevalence of bullying, cyber-bullying, hazing, and retaliation in Canyon Grove Academy School:
 - a. specifically, locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, bathrooms, locker rooms and lunch areas, will be provided on a bi-annual basis.

IV. Training

A. All students, school employees, coaches, and volunteers at Canyon Grove Academy will receive annual training from a qualified professional regarding bullying, cyber-bullying, and hazing and retaliation. This training will address:

1. overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior;
2. relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;
3. bullying, cyber-bullying, and hazing of a sexual nature or with sexual overtones;
4. cyber-bullying, including the use of email, web pages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school;
5. bullying, cyber-bullying, hazing and retaliation based upon the students' or employees' identification as part of any group protected from discrimination under the following federal laws:
 - a. Title VI of the Civil Rights Act of 1964, including discrimination on the basis of race, color, or national origin;
 - b. Title IX of the Education Amendments of 1972, including discrimination on the basis of sex; or
 - c. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination on the basis of disability; and
6. training on civil rights violations will include compliance when civil rights violations are reported;
7. bullying, cyber-bullying, hazing and retaliation including training and education specific to bullying based upon students' or employees' actual or perceived, characteristics, including race, color, national origin, sex, disability, religion, religious clothing, gender identity, sexual orientation, or other physical or mental attributes or and conformance or failure to conform to stereotypes; and
8. awareness and intervention skills such as social skills training.

B. A licensed educator shall supervise volunteers and is responsible for ensuring the volunteer is trained in the above areas. Volunteers shall report to their supervisor if the volunteer witnesses or is notified of a bullying, cyber-bullying, hazing, or retaliation incident among students or if the volunteer has reason to suspect such an incident. Volunteers shall not engage in bullying activities themselves and must follow policy requirements or may be asked to leave Canyon Grove Academy if in violation of this policy.

C. Canyon Grove Academy will implement a youth suicide prevention program for students as described in Utah Code Section 53E-9-702.

D. All licensed educators must complete 2 hours of professional development in youth suicide prevention training once every license renewal cycle.

E. In addition to training for all school employees, students, employees, and volunteer coaches involved in any extra-curricular activity shall:

1. participate in initial bullying and hazing prevention training prior to participation in the extra-curricular activity;
2. participate in initial bullying, cyber-bullying, and hazing prevention training to be completed by every employee by January 30, 2019 and repeated at least every three years thereafter;
3. receive information annually of the prohibited activities list provided previously in this Policy and the potential consequences for violation of this Policy.

V. Prohibitions

A. A school employee or student shall not engage in bullying a school employee or student:

1. on school property;
2. at a school related or sponsored event;
3. on a school bus;
4. at a school bus stop; or
5. while the school employee or student is traveling to or from a location or event described above in Subsection A (1) – (4)

B. A school employee or student shall not engage in hazing or cyber-bullying a school employee or student at any time or in any location.

C. A school employee or student shall not engage in retaliation against:

1. a school employee;
2. a student; or
3. an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, or retaliation.

D. A school employee or student shall not make a false allegation of bullying, cyber-bullying, hazing, or retaliation against a school employee or student.

E. Any bullying, cyber-bullying, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

VI. Investigations

Canyon Grove Academy will promptly and reasonably investigate allegations of bullying, cyber-bullying, and/or hazing. The Canyon Grove Academy Investigators [insert name/s of at least 2 school employees, preferably one male and one female, in appropriate positions of authority, who are responsible to receive, investigate, and respond to reports] will be responsible for handling all complaints by students and employees alleging bullying, cyber-bullying, or hazing as outlined in the procedures below [insert procedures by which reports are to be made to the School Investigators]. It is Canyon Grove Academy's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the school's Internet system, and routine monitoring or maintenance may lead to discovery that a user has violated school policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of the above policy will be confiscated for investigation and may be turned over to law enforcement.

A. Canyon Grove Academy's LEA shall adopt an action plan in accordance with State Board of

Education Administrative Rule Subsection R277-613-4(1)(c), including a plan to:

1. investigate allegations of incidents of bullying, cyber-bullying, hazing, and retaliation in accordance with this section; and
2. provide an individual who investigates allegations of incidents of bullying, cyber-bullying, hazing, and retaliation with adequate training on conducting an investigation.

B. Canyon Grove Academy's LEA is required to investigate allegations of incidents described in Subsection (A)(1) by interviewing at least the alleged victim and the individual who is alleged to have engaged in prohibited conduct.

1. Canyon Grove Academy's LEA may also interview the following as part of an investigation:

- a. parents of the alleged victim and the individual who is alleged to have engaged in prohibited conduct;
- b. any witnesses;
- c. school staff; and
- d. other individuals who may provide additional information.

2. An individual who investigates an allegation of an incident shall inform an individual being interviewed that:

- a. to the extent allowed by law, the individual is required to keep all the details of the interview confidential; and
- b. further reports of bullying may become part of the investigation.

C. The confidentiality requirement in Subsection (B)(2) does not apply to:

1. conversations with law enforcement professionals;
 2. requests for information pursuant to a warrant or subpoena;
 3. a state or federal reporting requirement; or
 4. other reporting required by this rule.
- D. In conducting an investigation under this section, Canyon Grove Academy's LEA may:

1. review disciplinary reports of involved students; and
2. review physical evidence, consistent with search and seizure law in schools, which may include:
 - a. video or audio;
 - b. notes;
 - c. email;
 - d. text messages;
 - e. social media; or
 - f. graffiti.

E. Canyon Grove Academy's LEA is required to adopt a policy, consistent with state law and state board rule, outlining under what circumstances the LEA employees will report incidents of bullying, cyber-bullying, and retaliation to law enforcement.

VII. Actions Required if Prohibited Acts are Reported

A. Each reported complaint will include:

1. the name of complaining party;
2. the name of offender (if known);
3. the date and location of incident(s); and
4. a statement describing the incident(s), including names of witnesses (if known).

B. Each reported violation of the prohibitions noted previously will be promptly investigated by a school administrator or an individual designated by a school administrator. A report of bullying, cyber-bullying, hazing, and retaliation may be made anonymously, but Canyon Grove Academy will not take formal

disciplinary action based solely on an anonymous report.

C. Verified violations of the prohibitions noted previously shall result in consequences or penalties. Consequences or penalties may include but are not limited to:

1. use a discipline plan consistent with State Board of Education Administrative Rule R277-609;
2. use restorative justice practices consistent with State Board of Education Administrative Rule R277-613;
3. notify the involved students' parents of the restorative justice practice and obtain consent from the involved student(s)'s parent(s) before including victim in the process;
4. support involved students through trauma-informed practices;
5. use student suspension or removal from a school-sponsored team or activity including school sponsored transportation;
6. use student suspension or expulsion from school or lesser disciplinary action;
7. use employee suspension or termination for cause or lesser disciplinary action consistent with Utah Code Section 53G-11-512;
8. use employee reassignment;
9. take other actions against student or employee as appropriate; and
10. use a grievance process required under Subsection 53E-9-605(3)(f) consistent with the LEA's established grievance process.

D. The school will notify a parent if the parent's student threatens suicide, or if the student is involved in an incident of bullying, cyber-bullying, hazing, or retaliation.

1. Canyon Grove Academy will produce and maintain a record that verifies that the parent was notified of the incident or threat.
2. Canyon Grove Academy will not disclose the record described in D1 to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.
3. Canyon Grove Academy will provide the following suicide prevention information to the parent of a child who has threatened suicide or has been involved in a bullying incident or other abusive conduct.
 - [Firearm Safety](#): When Firearm Safety and Safe Storage is Your Goal
 - [Safe Storage of Medication](#): 4 Simple Steps to a Medication-Safe Home
 - [Suicide Prevention Education](#): Your Child Has Talked About Ending Their Life: What's Next?
 - [Social Media Awareness](#): The LIV Project: Side Effects of Social Media

E. Compliance with the Office for Civil Rights when Civil Rights Violations Occur:

1. the school is responsible for identifying bullying, cyber-bullying, and hazing incidents about which it knows or reasonably should have known when it involves a protected class. The school must take immediate and appropriate action to investigate or otherwise determine what occurred.
2. These duties are the school's responsibility to investigate regardless of whether a person makes a

complaint, a person requests the school to take action, or a person identifies bullying, cyber-bullying or hazing as a form of discrimination.

3. if it is determined that the bullying, cyber-bullying, or hazing occurred as a result of the student-victim's membership in a protected class, the school shall take prompt and effective steps reasonably calculated to:

- a. end the bullying, cyber-bullying, or hazing
- b. eliminate any hostile environment,
- C. assess prevalence in school culture, physical facilities, and systemic practices to prevent its recurrence

F. Actions must also include, as appropriate:

1. procedures for protecting the victim and other involved individuals from being subjected to:
 - a. further bullying, cyber-bullying, or hazing, and
 - b. retaliation for reporting the bullying, cyber-bullying or hazing;
2. prompt reporting to law enforcement of all acts of bullying, cyber-bullying, hazing, or retaliation that constitute suspected criminal activity;
3. procedures for a fair and timely opportunity for the accused to explain the accusations and defend his/her actions prior to student or employee discipline; and
4. procedures for providing due process rights under [Utah Code Section 53G-11-501](#) (licensed staff) and local employee discipline policies prior to employee discipline or [Utah Code Section 53G-8-202](#) and local policies (students) prior to long term (more than 10 day) student discipline.

VIII. Annual Reporting of Allegations of Bullying, Cyber-bullying, Hazing, and Retaliation

A. Canyon Grove Academy LEA is required by Utah Code Subsection 53E-3-401 (3) and State Board of Education Administrative [Rule R277-613](#) to report the following annually, on or before June 30, to the Superintendent in accordance with the Superintendent's submission requirements:

1. a copy of Canyon Grove Academy's LEA policy required in Section [R277-613-4](#);
2. implementation of the signed statement requirement described in Utah Code Subsection [53G-9-605 \(3\)\(g\)](#);
3. verification of Canyon Grove Academy's LEA training of school employees relating to bullying, cyber-bullying, hazing, and retaliation [, and abusive conduct] described in [Utah Code Section 53G-9-607](#);
4. incidents of bullying, cyber-bullying, hazing, and retaliation;
5. the number of incidents described in Subsection (4) required to be reported separately under federal law, including the reporting requirements in: a. Title VI of the Civil Rights Act of 1964; b. Title IX of the Education Amendments of 1972; or c. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990; and d. the number of incidents described in Subsection (4) that include a student who was bullied, cyber-bullied, hazed, or retaliated against due to of based on the student's actual or perceived characteristics, including disability, race, national origin, religion, [or] sex, gender identity, or sexual orientation.

IX. Grievance Process for Incident of Abusive Conduct

A. For purposes of this policy, "abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation,

or unwarranted distress.

1. a school employee who has experienced an incident of abusive conduct and is not satisfied with initial efforts to resolve the issue, may submit a written grievance with the school employee's principal within thirty (30) calendar days of the incident.
2. the written grievance described in Subsection (1) shall include:
 - a. the date of the incident; b. circumstances of the incident; and c. the signature of the school employee submitting the grievance to the principal.
3. within ten (10) business days of receiving the written grievance, the principal shall meet with the school employee to discuss the grievance and possible resolutions.
4. within ten (10) business days after the meeting described in Subsection (3), the principal shall respond to the school employee in writing explaining the principal's position and offer options for substantive resolution of the complaint.
5. if the response by the principal described in Subsection (4) does not satisfactorily resolve the issue, the school employee may appeal the principal's response in writing within ten (10) business days after receipt of the response to the board chair.
6. Within ten (10) business days after receipt of the grievance appeal described in Subsection (5), the LEA's school or charter school designee shall meet with the employee to discuss the grievance and possible resolutions.
7. Within fifteen (15) calendar days after the meeting, the LEA's school or charter school designee shall respond in writing with a final resolution of the grievance.
8. The LEA's school or charter school designee's written response shall be the final administrative action in the matter.

X. Additional Notes

A. This policy does not prohibit expressive activity protected by the First Amendment of the United States Constitution. However, if off-campus speech that may constitute bullying, cyber-bullying, or hazing incident creates a substantial disruption to the school environment, under *Tinker v. Des Moines*, 393 U.S. 503 (1969), Canyon Grove Academy may take disciplinary action against the student who initiated the speech. Factors that Canyon Grove Academy may consider in determining whether a substantial disruption has occurred are:

1. whether there is a verbal or physical confrontation over the incident at school;
2. whether there is likely to be a verbal or physical confrontation based on evidence of a prior relationship between the victim and the student who initiated the speech;
3. whether any part of the speech that gave rise to the incident was repeated at school;
4. whether students are discussing the incident during class or if it otherwise is disrupting school work;
5. whether there is a widespread whispering campaign or rumor sparked by the off-campus incident that disrupts the school environment and students' abilities to focus on school;
6. whether administrators who dealt with the incident were pulled from their ordinary tasks to address the incident and how much time it took out of an administrator's day to do so;
7. whether speech similar to the off-campus speech in this incident has occurred in the past and has resulted in violence or near violence at school;
8. whether there is a negative effect on classroom activities as a result of the off-campus incident; or
9. whether the speech was violent or whether there is a history of violence from the student/s who initiated the speech (Note: true threats are not protected by the First Amendment if it advocates "imminent" violence or unlawful conduct. Thus, a message that threatens physical harm, even if isn't meant to be serious, may not be protected by the First Amendment and the person who utters such a message may be disciplined by Canyon Grove Academy.).

Head Injury

[R277-614-4](#)

Date Adopted/Effective:

Date Last Reviewed/Revised: :

In compliance with Utah State Board of Education Rule R277-614 the school has established this Head Injury and Concussion Policy to provide education about concussion for coaches, school personnel, parents, and students. This policy outlines procedures for staff to follow in managing concussions, and outlines school policy as it pertains to return to play issues following a concussion.

The school seeks to provide a safe return to activity for all students following any injury, but particularly after a concussion. In order to effectively and consistently manage these injuries, procedures have been developed to aid in ensuring that concussed students are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day and are fully recovered prior to returning to activity.

Administration, Physical Education Specialists and/or Parent Steering Committees shall review this protocol annually. Any changes or modifications will be reviewed and given to athletic department staff, including coaches and other appropriate school personnel in writing.

All appropriate staff shall attend a yearly inservice meeting in which procedures for managing sporting event-related concussions are discussed.

Recognition of Concussion

What is a concussion? A concussion is a type of traumatic brain injury that interferes with normal function of the brain. It occurs when the brain is rocked back and forth or twisted inside the skull as a result of a blow to the head or body. What may appear to be only a mild jolt or blow to the head or body can result in a concussion. A concussion can occur even if a player or student in an activity is not knocked out or loses consciousness. (NFHS "Suggested Guidelines for Management of Concussion in Sports.")

Common signs and symptoms of sports-related concussion

Signs (observed by others):

- Student appears dazed or stunned
- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Moves clumsily (altered coordination)
- Balance problems
- Personality change
- Responds slowly to questions
- Forgets events prior to hit
- Forgets events after the hit
- Loss of consciousness (any duration)

Symptoms (reported by student):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision, blurry vision
- Sensitive to light or noise
- Feels sluggish
- Feels "foggy"
- Problems concentrating

- Problems remembering

These signs and symptoms following a witnessed or suspected blow to the head or body are indicative of probable concussion. Any student who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the contest, game, or practice and shall not return to play until cleared by an appropriate health care professional. Management and Referral Guidelines for All Staff

1. The following situations indicate a medical emergency and require activation of the Emergency

Medical System:

- Any student with a witnessed loss of consciousness (LOC) of any duration should be spine boarded and transported immediately to the nearest emergency department via emergency vehicle.
- Any student who has symptoms of a concussion, and who is not stable (i.e., condition is worsening), is to be transported immediately to the nearest emergency department via emergency vehicle.
- A student who exhibits any of the following symptoms should be transported immediately to the nearest emergency department, via emergency vehicle.
 - Deterioration of neurological function
 - Decreasing level of consciousness
 - Decrease or irregularity in respirations
 - Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - Mental status changes: lethargy, difficulty maintaining arousal, confusion or agitation
 - Seizure activity

2. A student who is symptomatic but stable, may be transported by his or her parents. The parents should be advised to contact the student's primary care provider, or seek care at the nearest emergency department, on the day of the injury.

Guidelines and Procedures for Coaches and Teachers Supervising Contests and Games:

RECOGNIZE • REMOVE • REFER

Recognize concussion

- All educators and agents of the school should become familiar with the signs and symptoms of concussion that are described above.
- Educators and agents of the school shall have appropriate training about recognizing and responding to traumatic head injuries, consistent with the employees' responsibilities for supervising students and athletes.

Remove from activity

Any student who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the sporting event and shall not return to play until cleared by an appropriate health care professional.

When in doubt, sit 'em out!

Refer the athlete/student for medical evaluation

- The agent of the school is responsible for notifying the student's parent(s) of the injury.
 - Contact the parent(s) to inform a parent of the injury. Depending on the injury, either an emergency vehicle will transport or parent(s) will pick the student up at the event for transport. (see Section II).
 - A medical evaluation is required before returning to play.
- In the event that a student's parent(s) cannot be reached, and the student is able to be sent home (rather than directly to MD):

a. The school agent should insure that the student will be with a responsible individual, who is capable of monitoring the student and understanding the home care instructions, before allowing the student to go home.

b. The school agent should continue efforts to reach a parent. c. If there is any question about the status of the student, or if the student cannot be monitored appropriately, the student should be referred to an Emergency Department for evaluation. A school agent should accompany the student and remain with the student until a parent arrives. d. The school agent shall provide for supervision of other students for whom he or she is responsible when accompanying the injured student. Students with suspected head injuries should not be permitted to drive home.

3. School agents should seek assistance from the host site certified athletic trainer (ATC) or team physician, if available, at an away contest if the injury occurs at a formal athletic contest.

Return to Play (RTP) Procedures After Concussion

1. Returning to activity and play is a medical decision. The student must meet all of the following criteria in order to progress to activity:

- a. Asymptomatic at rest and with exertion (including mental exertion in school) AND
- b. have written clearance from the student's primary care provider or concussion specialist (student must be cleared for progression to activity by a physician other than an Emergency Room physician, if diagnosed with a concussion).

2. Once the above criteria are met, the student will be progressed back to full activity following the step-wise process detailed below. (This progression must be closely supervised by a school agent. If your school does not have an athletic trainer, then the coach must have a very specific plan to follow as directed by the athlete's physician).

3. Progression is individualized, and will be determined on a case-by-case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the student, and sport/activity in which the student participates. An athlete/student with a prior history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport may be progressed more slowly.

4. Stepwise progression as described below:

Step 1. Complete cognitive rest. This may include staying home from school or limiting school hours (and studying) for several days. Activities requiring concentration and attention may worsen symptoms and delay recovery.

Step 2. Return to school full-time.

Step 3. Light exercise. This step cannot begin until the student is no longer having concussion symptoms and is cleared by a physician for further activity. At this point the athlete may begin walking or riding an exercise bike. No weight lifting.

Step 4. Running in the gym or on the field. No helmet or other equipment.

Step 5. Non-contact training drills in full equipment. Weight training can begin.

Step 6. Full contact practice or training.

Step 7. Play in a game. Must be cleared by a physician before returning to play. The student should spend 1 to 2 days at each step before advancing to the next. If post concussion symptoms occur at any step, students must stop the activity and the treating physician must be contacted. Depending upon the specific type and severity of the symptoms, the student may be told to rest for 24 hours and then resume activity at a level one step below where he or she was at when the symptoms occurred. This resumption of activity could be

considerably simplified for a student injured during recess compared to a student injured at a game or formal practice.

Potential Problem Areas

While current Utah law designates that a student may be returned to play by “an appropriate health care provider”, the school may limit the credentials from which it will accept clearance in its sole discretion. Generally, students will be required to provide a note from his/her healthcare provider before being allowed to return to play. This is a very important decision and will be made after careful consideration by the athletic director, director, superintendent, teacher (elementary), and parent(s).

The school's liability carrier may also be consulted.

The administration will not allow students clearly having concussion symptoms to return to play even if given clearance by a healthcare provider.

Student Search	Type: Required
Relevant Codes and Rules: R277-615 , 53A-11-1305	
Date Adopted/Effective: 12/12/11	Date Last Reviewed/Revised: 12/12/11

The Administration is responsible for protecting both the health and safety of the enrolled students and the effective operation of the school. As such, the Administration is occasionally asked to weigh an individual's interest in privacy against public safety assurances that can be obtained by conducting a search or seizure. The following are Canyon Grove Academy's guidelines for when and how school officials may conduct searches and seize property.

1. Only the Administration is authorized to conduct a search. A second Administration member or the police should supervise the search. If a police officer or additional supervisory Administration member is impractical because of an immediate concern for safety, the search should be conducted in view of another member of the school's staff.
2. Searches should be conducted out of view of the general student body. Student searches should be performed by the Administration in a manner that minimizes embarrassment to the student.
3. Unless the Administration reasonably believes that immediate action is necessary to prevent bodily harm to a student or another person, the Administration must contact the parent/guardian of the student prior to conducting any search. If contact is possible, the Administration must ask the parent/guardian if they would like to be present and, if an affirmative response is received, may not conduct the search until the parent/guardian has a reasonable opportunity to attend. The Administration may detain a student in the school office for a reasonable amount of time while waiting for the parent to arrive.
4. The Administration may only search removed clothing and personal property if there is a reasonable concern that the clothing or personal property conceals something that may cause immediate harm to the student, other students, or the school staff. The Administration may require the student to removal all personal effects from the student's pockets. The Administration is not authorized to ask students to remove an item of clothing as part of a search, touch the students during the search, or conduct a strip search. The Administration must contact and refer the issue to the police if the Administration has a reasonable belief that a student is concealing an illegal item on their person.
5. Student lockers are considered school property. The Administration may search lockers if (a) the search is part of a scheduled locker inspection or maintenance, (b) the Administration reasonably believes that conditions or circumstances exist that may threaten the health or safety of those in the school, or (c) the

Administration provided reasonable prior notice to the student's parent/guardian of the search and has reasonable cause to believe that the locker contains items that violate the school rules or any applicable law. The Administration should provide students prior verbal or written notice of scheduled locker inspection or maintenance. The Administration must notify the police if criminal activity is discovered during the search.

6. The Administration regulates the school's parking lots and should report any suspicious vehicles to the police.

7. The Administration may provide the results of a search to the police and may prosecute any criminal activity that occurs on school grounds to the full extent allowed by law.

8. The Administration may detain students conducting illegal activities, provided that the Administration promptly contacts both the police and the student's parent/guardian.

Suicide Prevention Programs

[R277-620](#)

Date Adopted/Effective:

Date Last Reviewed/Revised:

Canyon Grove recognizes that: (a) physical, behavioral, and emotional health is an integral component of a student's educational outcomes; (b) suicide is a leading cause of death among young people; (c) it has a responsibility to take a proactive approach in preventing deaths by suicide; and (d) the school should provide an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide, and fosters positive youth development. Toward this end, the school will implement methods and programs that focus on prevention of youth suicides; youth suicide intervention; and postvention for family, students and faculty. The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

General Curriculum

[R277-700](#)

Date Adopted/Effective:

Date Last Reviewed/Revised: May 2023

Required core curriculum

CGA's curriculum shall at least meet the minimum requirements of state law and State Board rules. Those minimum requirements are to contain the essential elements of each subject at appropriate grade levels. The essential elements represent the core knowledge, skills, and competencies all students should learn to be effective and productive members of society. CGA may add elements at its discretion, but shall not delete or omit instruction in the essential elements.

In addition, CGA shall provide character education in connection with regular schoolwork, through an integrated curriculum approach. Instruction in this area shall emphasize honesty, temperance, morality, courtesy, obedience to law, respect for and an understanding of the constitutions of the United States and the state of Utah, the essentials and benefits of the free enterprise system, respect for parents and home, and the dignity and necessity of honest labor and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students for a richer, happier life.

Utah Code § 53G-10-204(2020)

K-6 core curriculum

The K-6 core subject requirements are:

1. English Language Arts
2. Mathematics
3. Science
4. Social Studies
5. Arts; a. Visual Arts; b. Music; c. Dance; or d. Theatre
6. Health Education
7. Physical Education
8. Educational Technology; and
9. Library Media

Utah Admin. Rules R277-700-4(2) (March 14, 2018)

Informal assessment will occur on a regular basis to ensure continual student progress. State-approved summative adaptive assessments will be used to assess student mastery of reading, language arts, mathematics, science and (in grade five) effectiveness of written expression.

Utah Admin. Rules R277-700-4(5), (6) (March 14, 2018)

Grades 7-8 core requirements

In grades 7-8, students shall complete the following courses:

1. Grade 7 Language Arts.
2. Grade 8 Language Arts.
3. Grade 7 Mathematics.
4. Grade 8 Mathematics.
5. Grade 7 Integrated Science
6. Grade 8 Integrated Science.
7. United States History.
8. Utah History.
9. At least one course in each of the following in grades 7 or 8: a. Health Education; b. College and Career Awareness; c. The Arts; Physical Education.

Utah Admin. Rules R277-700-5(2), (3) (March 14, 2018)

In addition to the foregoing requirements, the Board of Education may, as it determines appropriate, require a student to complete additional courses, may offer additional elective courses, and may set minimum credit requirements.

Utah Admin. Rules R277-700-5(6) (March 14, 2018)

State-approved summative adaptive assessments will be used to assess student mastery of reading, language arts, mathematics, effectiveness of written expression (in grade eight) and science.

Utah Admin. Rules R277-700-4(6)(e) (March 14, 2018)

Utah Admin. Rules R277-700-5(5) (March 14, 2018)

CGA may, upon request of a student or parent and with parental consent, substitute a course requirement set out above with a course, extracurricular activity, or experience that is either similar to the course requirement or consistent with the student's plan for college and career readiness. The request shall be made in writing, shall include a parent's signature, shall identify the proposed substitution, and shall explain how the proposed substitution meets the foregoing standard. This request shall be initially evaluated by the counselor responsible for the student, who shall determine whether the request contains the required elements and shall make a recommendation regarding whether the request should be approved or denied. This recommendation shall be submitted to the principal or the principal's designee, who shall grant or deny the request. If the student or parent is dissatisfied with the determination of the principal, the decision can be appealed to the Board of Education or its designee, which shall review the decision and determine whether it should be changed. The decision of the Board or its designee is final.

Utah Admin. Rules R277-700-5(7), (8) (March 14, 2018)

Assessment of student mastery of core standards

The Board of Education is responsible to provide students with access to courses in the basic academic subjects of the core standards for Utah public schools established by the State Board of Education, and for students' mastery of those standards. Student mastery of the core standards shall be evaluated through District participation in statewide assessments as directed by the State Board of Education. Students who have not achieved mastery of the core standards will be provided remediation assistance as provided for by State statute and State Board of Education regulations. The Board of Education is responsible to ensure statewide assessments are administered in compliance with the requirements of Utah Code Title 53E, Chapter 9 ("Student Privacy and Data Protection").

Utah Admin. Rules R277-700 (March 14, 2018)

Utah Code § 53E-4-302 (2020)

Utah Code § 53G-9-803 (2019)

Alternative Language

R277-716

Date Adopted/Effective:

Date Last Reviewed/Revised: May 2023

Definitions

“Alternative language services program” or “ALS program” means an evidence-based language instruction educational program used to achieve English proficiency and academic progress of identified students.

“Alternative language services” or “ALS” means language services designed to meet the education needs of all students learning English so that students are able to participate effectively in the regular instruction program.

“Evidence-based language instruction education program” means evidence-based methods, recommended by the State Superintendent, that meet the “Non-regulatory Guidance: Using Evidence to Strengthen Education Investments” developed by the U.S. Department of Education.

“Language instruction educational program” means an instructional course:

1. in which the students learning English is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic standards;
2. that may make instructional use of both English and a child’s native language to enable the child to attain and develop English proficiency; and
3. that may include the participation of English proficient children if the course is designed to enable all children to become proficient in English and a second language.

“Student learning English” means an individual who:

1. has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny the individual the opportunity to:
2. learn successfully in classrooms where the language of instruction is English; or
3. participate fully in society;
4. was not born in the United States or whose native language is a language other than English and who comes from an environment where a language other than English is dominant; or
5. is an American Indian or Alaskan native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual’s level of English language proficiency.

Utah Admin. Rules R277-716-2 (April 8, 2021)

Services for Students with Limited English Proficiency

As required by State Board of Education regulations and federal Title III, CGA shall provide an approved language instruction educational program for students learning English.

Utah Admin. Rules R277-716-4 (April 8, 2021)

Alternative Language Services Program

CGA shall establish a written alternative language services plan that:

1. includes an identification program for students learning English, including a home language survey and a language proficiency for program placement, that is implemented with student registration;
2. uses a valid and reliable assessment of a student's English proficiency in listening, speaking, reading, and writing;
3. provides an evidence-based language instruction educational program based on State Board approved Utah English Language Proficiency Standards;
4. establishes student exit criteria from ALS programs or services; and
5. includes the count of students learning English, by classification, prior to July 1 of each year.

Utah Admin. Rules R277-716-4(1) (April 8, 2021)

Language Acquisition Instructional Services

CGA and each school shall:

1. determine what type of Title III ALS services are available and appropriate for each student identified in need of ALS services, including:
 - a. dual immersion;
 - b. ESL content-based; and
 - c. sheltered instruction;
1. implement an approved language instruction educational program designed to achieve English proficiency and academic progress of an identified student;
2. ensure that all identified students learning English receive English language instructional services, consistent with the Utah English Language Proficiency Standards;
3. provide adequate staff development to assist a teacher and staff in supporting students learning English; and
4. provide necessary staff with:
 - a. curricular materials approved under applicable State Board regulations; and
 - b. facilities for adequate and effective training.

Utah Admin. Rules R277-716-4 (April 8, 2021)

Communication with Parents and Community

Each school in CGA shall provide interpretation and translation services as needed for parents at registration, IEP meetings, SEOP meetings, parent-teacher conferences, and student disciplinary meetings.

Utah Admin. Rules R277-716-4(6)(c)(April 8, 2021)

CGA shall provide the following notices in connection with its alternative language program:

1. CGA shall notify parents who are not proficient in English regarding CGA's responsibility:
 - a. to identify students learning English;
 - b. to assess students' English proficiency;

- c. to provide English language acquisition instruction to students learning English whose level of English proficiency warrants such services; and
 - d. to provide interpretation and translation services for parents at registration, IEP meetings, SEOP meetings, parent-teacher conferences and student disciplinary meetings.
2. CGA shall provide an annual notice to the parent(s) of each student who is placed into a language instruction educational program which includes
- a. the student's level of English proficiency;
 - b. how that level was assessed;
 - c. the status of the student's academic achievement;
 - d. the methods of instruction proposed to increase language acquisition, including using both the student's native language and English if necessary;
 - e. specifics regarding how the methods of instruction will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; and
 - f. the specific exit requirements for the program, including:
 - a. the student's expected rate of transition from the program into a classroom that is not tailored for a student learning English; and
 - b. the student's expected high school graduation date if funds appropriated consistent with this rule are used for a secondary school student.

The notices shall be provided annually to the parent of a student placed in a language instruction educational program at the beginning of the school year or no later than 30 days after identification. If a student has been identified as requiring ALS services after the school year has started, CGA shall notify the student's parent within 14 days of the student's identification and placement.

Utah Admin. Rules R277-716-4(6), (7) (April 8, 2021)

Consortium for Alternative Language Services

If CGA generates less than \$10,000 from its count of students learning English, it may form a consortium with other educational entities to deliver alternative language services as provided for by State Board of Education rule.

Utah Admin. Rules R277-716-6 (April 8, 2021)

Education Program for Students with Disabilities	
<u>R277-750</u>	
Date Adopted/Effective:	Date Last Reviewed/Revised:

Library Media

Relevant Codes and Rules: [53G-10-205.2. A-b](#) [53E-4-403](#)

Date Adopted/Effective: Original Charter

Date Last Reviewed/Revised: 8/18/2022

I. Purpose & Mission of the School Library

School libraries have the responsibility of introducing students to the world of information. Students have the right to a relevant, balanced, and diverse school library collection that represents multiple points of view.

II. Support for Intellectual Freedom

The school libraries of this LEA are guided by the principles set forth in the First Amendment of the U.S. Constitution. “[T]he special characteristics of the school library make that environment especially appropriate for the recognition of the First Amendment rights of students.” *Island Trees v. Pico* 102 S.Ct. 2799 (1982)

III. Procedures for Selection & Maintenance Responsibility of Selection:

Library personnel will adhere to the following criteria during the selection process. Librarians must also consider creating a collection that reflects diversity of ideas and authors as well as being reflective of the population the library serves.

Gifts and donations shall be reviewed following the selection criteria and shall be accepted or rejected by those criteria.

Criteria:

- a) overall purpose and educational significance;
- b) contribution and relevance to the Utah standards and interests of the students including varied interests that
 - reflect religious, ethnic, and cultural backgrounds;
- c) factual content is accurate, current, reliable, and authoritative;
- d) timeliness and/or permanence;
- e) readability and accessibility to intended audience;
- f) favorable reviews found in standard selection sources;
- g) artistic quality and literary style;
- h) age and developmental appropriateness;
- i) reputation and significance of author, producer, or publisher;
- j) variety of format with efforts to incorporate emerging technologies;
- k) quality and value are commensurate with cost and/or need;

IV. Collection Maintenance and Weeding

Annually, the school librarian will conduct an inventory of the school library collection and equipment. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or of interest to students.

V. Reconsideration

Any parent, employee, or student of the LEA may express a formal request for reconsideration of a library material. The LEA recognizes the right of parents under state law [53G-10-205.2](#). a-b, to restrict their child's access to materials the parent deems inappropriate. However, no parent has the right to make that decision on behalf of other students. If the material is a required part of classroom curriculum activities, the parent must follow the procedures for waiver contained in the LEA Policy. Questioned items remain in circulation during the reconsideration process. The Library Media Challenge Committee is composed of individuals who are representative of the school/LEA community that convenes to review the challenged material. The LEA Library Media Challenge Committee is created for the purpose of reviewing library media materials when material is challenged.

Library Media Challenge Procedure

1. The parent must submit a completed School Level Challenge of Library Media Materials Form [click here](#) to the school's library professional
 2. Upon receipt of the completed form, the library professional will notify the CGA school director of the request and call a meeting of the School Library Challenge Committee [click here](#) to introduce the request.
 3. The material in question will remain in use during the challenge process.
 4. The school library professional will provide School Committee members access to the challenged material as well as public written reviews of the material from professional review sources. The School Committee members will be assigned to read, view, or listen to the material in its entirety as well as the reviews.
 5. After being afforded time to review the material and reviews, the School Committee will reconvene, at which time the parent has the option to meet with the School Committee to present his/her views. The School Committee will then dismiss the parent.
1. The School Committee will deliberate the issues and reach a decision. A decision is made by a majority vote. The School Committee will decide whether to retain the material in the library media center, relocate the material within the library media center.
 2. The parent will be notified of the School Committee's decision in writing with a reasonable time period.
 3. The same materials cannot be challenged at that particular school for at least three years.

Acceptable Computer Use and Internet Safety	Type: Required
Relevant Codes and Rules: R277-495 , 53A-3-422 , 423 , 53A-1-706 , 53A-1a-524	
Date Adopted/Effective:	Date Last Reviewed/Revised:

Student Computer Use Policy

Student use of electronic information resources must be in support of education and research and must be consistent with the educational objectives of the School. While access to all materials on a worldwide network cannot be controlled, Internet access in the School is monitored on an ongoing basis.

1. Acceptable Network Use
 - a. Students will use the Internet and other electronic information resources in an appropriate manner.
 - b. Students who formally publish school related information on the Internet must have proper approvals and abide by school publishing guidelines and procedures.

c. Students are expected to abide by generally accepted rules of network etiquette. These rules include, but are not limited to, being polite, never sending or encouraging others to send abusive messages, and never using inappropriate language.

2. Unacceptable Network Use

a. Students may not intentionally transmit or receive material in violation of law or school policy. This includes, but is not limited to, pornographic, indecent or sexually suggestive materials, weapons, controlled substances or alcohol, or incendiary devices. Users are prohibited from posting or sending content that contains threats or is hatefully or racially, ethnically or otherwise objectionable.

b. Students may not participate in or promote any illegal or inappropriate activities, disruptive use of the network, or activities of any kind that do not conform to the rules, regulations and policies of the School.

c. Students may not use the network for product advertisement or political lobbying.

d. Students may not reveal personal information such as names, addresses, telephone numbers, passwords, credit card numbers or social security numbers. Releasing personal information of others or that of organizations associated with the school is prohibited.

e. Students may not intentionally harm or destroy school data, the network, or network performance.

This includes, but is not limited to, creation and introduction of computer viruses, unauthorized access to restricted systems or programs, or using the school network to illegally access other systems.

3. Expectation of Privacy

a. Student files, disks, documents, etc., which have been used on or created with school electronic information resources are not considered private.

b. Electronic mail transmissions are not private.

4. Disciplinary Action

a. The combined signatures indicate that the student and parent/legal guardian have carefully read, understand and agree to abide by these terms and conditions regarding proper behavior and use of the network. The signatures on the Student Signature of Agreement Form are legally binding.

b. Students who violate the terms and conditions of this policy will be subject to disciplinary action, including the possibility of suspension or expulsion from school and appropriate legal action. Access to electronic information may be limited, suspended or revoked.

5. Student Liability

a. Students and their parents will be held responsible and financially liable for damage to computers or other equipment caused by willful and/or negligent behavior. Signing the "Agreement" page of this form indicates an understanding and acceptance of this liability policy.

6. Service Disclaimer

The School makes no warranties of any kind, either expressed or implied, for the electronic information resources it is providing. The School will not be responsible for any damages a student suffers while using these resources. These damages may include, but are not limited to, loss of data as a result of delays, employee errors or omissions, or non-deliveries or service interruptions caused by a network system. Use of information obtained by the network system is at the user's own risk. The School specifically denies any responsibility for the accuracy of information obtained through the electronic information resources.

ACCEPTANCE OF STUDENT COMPUTER USE POLICY

This section must be signed and returned to the school.

As a student at Canyon Grove Academy, I have read the Student Computer Use Policy ("policy") and have reviewed and discussed this policy with my parent/legal guardian. I understand that violation of the use provisions stated in the policy may result in use limitation, suspension or revocation and/or disciplinary actions by the School, or by legal authorities, including the possibility of suspension or expulsion from school and/or appropriate legal action. I further understand that I am legally responsible and financially liable for damage to computers or other equipment caused by my willful and/or negligent behavior. I accept that responsibility, liability, and all terms of the policy.

Student's Printed Name: _____

Student's Signature: _____

Date: _____

As the parent of a student at Canyon Grove Academy, I have read the Student Computer Use Policy ("policy") and have reviewed and discussed this policy with my student, of whom I am the parent/legal guardian. I understand that violation of the use provisions stated in the policy may result in use limitation, suspension or revocation and/or disciplinary actions by the School, or by legal authorities, including the possibility of suspension or expulsion from school and/or appropriate legal action. I further understand that my student is legally responsible and financially liable for damage to computers or other equipment caused by his/her willful and/or negligent behavior. As the below named student's parent/legal guardian, I accept that responsibility, liability, and all terms of the policy.

Parent's/Guardian's Printed Name: _____

Parent's/Guardian's Signature: _____

Date: _____

For Office Use Only:

Date Issued: _____ Student Name: _____

Grade: : _____ Computer Model: _____

Serial Number: _____ Issued By: _____

might arise from those actions, as provided by law.

Dress Code	Type: Optional
Relevant Codes and Rules: 53A-15-1102	
Date Adopted/Effective:	Date Last Reviewed/Revised: 2/20/2020

Canyon Grove Academy has a common dress code.

Delay or Early Release in School Day Schedule	Type: Optional
Relevant Codes and Rules:	
Date Adopted/Effective:	Date Last Reviewed/Revised:

There may be times due to unexpected events that will require school to begin on a delayed schedule or to release students early. The decision to delay or release early will cautiously be made by the Superintendent. If the decision is made to delay or release early, the announcement will be made on our webpage, Facebook page, email, and/or text message will be sent out to all families.

Enrollment	Type: Required
Relevant Codes and Rules: 53a-1a-506 , R277-472 ,	

The school is a public charter school that will not discriminate on the basis of disability, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry.

The school fills student enrollment based on the following priority:

1. Preferential Enrollment
2. Early Kindergarten Enrollment
3. Open Enrollment
4. Lottery Selection

Preferential Enrollment

First preferential enrollment for any grade is given to children of founding members. Secondary preferential enrollment is given to children of teachers at the school. Final preferential enrollment will be given to siblings of students already admitted to or attending the school.

Early Kindergarten Enrollment

Consistent with federal law, the school will hold an early kindergarten enrollment period and lottery for students wishing to attend the K-8 school following their 4-year-old pre-school year. Students who do not participate in the early lottery but who attend the pre-school may participate in the second lottery or may be added to the waiting list for enrollment to the K-8 school. The early kindergarten enrollment period will be held July 1 through July 31, thirteen months prior to the school year for which enrollment is being applied. A maximum of 48 kindergarten openings will be available during this early enrollment period. Students do not need to attend the pre-school to apply during the early enrollment period.

Open Enrollment

Once a student has been admitted to the school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the open enrollment closing date, the total number of applicants exceeds the number of spaces available at the school. The open enrollment period is January 1 through February 15, seven months prior to the school year for which enrollment is being applied.

Lottery Selection

A lottery is a random selection process by which the school admits applicants. The school will use a lottery if, during the open enrollment period, more students apply for admission to the charter school (in any grade) than can be admitted. Students who have preferential enrollment or early kindergarten enrollment are exempt from participation in the lottery process. Students who apply for admission to a grade that has more students applying than can be admitted will be assigned a random number. Student numbers will be selected using an accepted lottery process and the lottery number and corresponding student name will be recorded in order until all lottery numbers have been selected. Students will then be admitted to the school in the order created by the lottery process until all openings for each grade level are filled. Remaining student names are added to the waiting list, preserving the order created by the lottery process. When a student is admitted to the school through the lottery process, all siblings of that student are admitted immediately, if space is available. If space is not available for a particular grade, that sibling will be placed on the waiting list. The school will notify applicants of the lottery results within 2 weeks. Students placed on the waiting list will be given the opportunity

to attend the school if spots become available during the school year. Families will be notified and students have 3 school days to accept the opening. Students who apply after the enrollment period will be admitted as space allows or will be added to the waiting list. Waiting lists become void at the end of the school year.

Service Animal	Type: Required
Relevant Codes and Rules:	
	Date Last Reviewed/Revised: Aug 2023

The Board of Education acknowledges the legal rights of individuals with disabilities to be accompanied by a service animal in School facilities; on the school property that is open to the public; at school functions, events, and activities; and in connection with transportation services as required by the [Americans with Disabilities Act, 28 C.F.R. 35.136](#). Canyon Grove Academy shall comply with state and federal laws concerning the rights of persons with service animals.

The School will reasonably modify approved policies, practices, or procedures to permit the use of a service animal by an individual with a disability. Therefore, individuals with disabilities, including students, employees, and visitors, shall be permitted to be accompanied by their service animal in all areas of School facilities where members of the public participate in services, programs or activities.

In student-specific cases, the Director will work with the school, student and parent/guardian for 504 and IDEA services to ensure access to learning. In employee-specific cases, the Director will work with the worksite and employee to ensure access within the workplace. School administrators and department directors/supervisors are responsible for compliance with this policy in schools, departments, or offices. The Director is responsible for the overall administration of this policy, including the formulation of guidelines and procedures as necessary for the safety of all students.

Definitions

1. "Disability" means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of such an individual; a record of such an impairment; or being regarded as having such an impairment [Americans with Disabilities Act, 28 C.F.R. 35.108](#).
2. "Service Animal" means any dog that is individually trained to do work or perform task(s) for the benefit of an individual with a disability. The work or task performed by a service animal must be directly related to the individual's disability ([Americans with Disabilities Act, 28 C.F.R. 35.104](#)).
 - a. Emotional support animals, comfort animals, and therapy animals are not service animals under the Americans with Disabilities Act.
 - b. The Americans with Disabilities Act has a separate provision about miniature horses functioning as service animals.
3. "Work or Task(s)" may include, but are not limited to: guiding a person with impaired vision; alerting a person with impaired hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; retrieving items; assisting with balance/stability; assisting an individual before or during a seizure, or sensing or helping a person with a psychiatric or neurological disability by preventing or interrupting impulsive or destructive behaviors.

Procedures

1. SERVICE ANIMALS
 1. Due to the schools need to accommodate a variety of disabilities and conditions (which may include the competing needs of children and/or staff with animal allergies or fears), all requests

for an individual with a disability to be accompanied by a service animal must be made by submitting a [Service Animal Request Form](#). The form must be submitted and approved before the long-term use of the service animal at a school site, school function, or workplace. The form shall include:

1. The individual's name, school site, and a detailed description of the work or task(s) the service animal has been trained to perform for the individual;
 2. An affirmation that the service animal is required because of disability;
 3. Annual proof of required service animal vaccinations;
 4. An affirmation that the service animal is in compliance with public health and local animal control requirements;
2. The school shall not require documentation that the animal has been certified, trained, or licensed as a service animal.
 3. Approval or denial will be sent to the applicant and to the school or worksite involved by the Director of Student Services (for students) or the Director of Human Resources (for employees).
 1. For expediency, communications regarding approval or denial will also be made via email and/or by phone.
 4. While approval is pending at the school level, the service animal will be provisionally permitted at the school, school function, school bus, or worksite as would any service animal being used by a member of the public and subject to the same requirements, absent evidence of ADA elements preventing the dog's admittance.
 5. To avoid confusion about whether an animal is a permitted service animal, a person accompanied by a service animal while on school property or at school functions is strongly encouraged to visibly exhibit one of the following:
 1. The animal's laminated identification card;
 2. The animal's service vest; or
 3. Another form of identification sufficient to put others on notice that the animal is a service animal.
6. Management of Service Animals
 1. A service animal shall be under the control of its handler.
 2. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
7. Care of and Responsibility for Service Animals
 1. Permitted service animals must be:
 1. treated for, and kept free of, fleas and ticks;
 2. kept clean and groomed to minimize shedding and dander; and
 3. house broken.
 2. The school, including school and classroom staff, is not responsible for the care, handling, or supervision of a service animal. The school or individual school is not responsible to provide a staff member to walk the service animal or to provide any care or assistance to the service animal.
 3. The owner or handler of the service animal shall be solely responsible for:
 1. supervision and care of the service animal, including feeding, bathroom breaks, clean-up; and
 2. restraint of the service animal at all times.
8. Removal or Exclusion of Service Animal

1. The school may deny a request for use of a service animal, or ask an individual with a disability to remove a service animal from a school facility, vehicle, grounds, or function if:
 1. the service animal is out of control and the service animal's handler does not take immediate and effective action to control it; examples of a service animal being out of control, include, but is not not limited to;
 1. urination or defecation in inappropriate locations;
 2. barking, growling, whining, stealing food, or begging for attention;
 3. poor hygiene, grooming, or odor;
 4. demonstration of aggression;
 5. destruction of property;
 2. the presence of the service animal will require a fundamental alteration of the program or will significantly disrupt or interfere with the education process;
 3. the handler refuses to submit proof of current vaccinations when the service animal is to be used regularly during the school/work day or at school/work events;
 4. the service animal is not consistently performing the trained work or tasks for the individual with a disability.
 5. The animal poses a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provisions of auxiliary aids or services ([Americans with Disabilities Act, 28 C.F.R. 35.104](#)).
 2. If the service animal has been excluded or prohibited from the premises, the school will continue to give the individual with a disability the opportunity to participate in the school services, programs, or activities without having the service animal on the premises.
 3. It shall be left to the discretion of the school, in consultation with the parties involved, to determine if the removal is temporary or permanent and to determine the timing and conditions of reinstatement.
9. Conflicting Disabilities or Conditions
1. Individuals with disabilities or who are otherwise adversely impacted by service animals (i.e. allergies, zoophobia, etc.) should contact their school administrator or department director/supervisor. The school administrator or department director/supervisor shall strive to facilitate a process to resolve the conflict that takes into account the conflicting needs/accommodations of the individuals involved.
10. Miniature Horses
1. The school shall permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. Requests to permit a miniature horse to accompany an individual with a disability in school buildings; in classrooms; at school functions, activities, or events; and/or in connection with transportation services shall be handled on a case-by-case basis.
 2. The school shall consider:
 1. The type, size, and weight of the miniature horse and whether the facility can accommodate;
 2. Whether the handler has sufficient control of the miniature horse;
 3. Whether the miniature horse is housebroken; and
 4. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

3. The school may exclude the miniature horse if its larger size and lower level of flexibility results in a fundamental alteration to the nature of the services provided.

11. Liability

1. The owner or the handler of a service animal is liable for any and all damages to property or injuries to persons caused by the service animal. The owner or the handler of a service animal must also indemnify, defend and hold harmless the school from and against any and all claims, actions, suits, judgments, and demands brought by any party arising on account of, or in connection with, any activity or damage or injury caused by the service animal.

2. COMPLAINT PROCEDURES

1. A student with a disability, who believes the school has denied them a Free and Appropriate Public Education (FAPE) under Section 504 of the Americans with Disabilities Act (ADA) or the Individuals with Disabilities Education Improvement Act (IDEIA) by excluding his or her service animal, may file a complaint as provided in Policy 7100, Discrimination and Harassment, using this [form](#).
2. An employee with a disability who believes the school discriminated by excluding a service animal from the workplace, may file a complaint as provided in Policy 7100, Discrimination and Harassment, using this [form](#).

Rules & Regulations

1. SERVICE ANIMAL GUIDELINES

1. If the need for a service animal is not readily apparent, the animal's owner may be required to affirm that the animal is required because of a disability. Additionally, the animal's owner may be required to articulate what work or task the animal has been trained to perform (written record created and filed).
 1. Staff may ask two questions:
 1. Is the service animal required because of a disability?
 2. What work or task has the service been trained to perform?
 2. Staff may not ask:
 1. about the nature of the disability;
 2. for a demonstration of the work or task(s) to be performed;
 3. for a training certificate, ID, or proof of disability.

2. SERVICE ANIMALS IN TRAINING

1. A student or employee with a disability may be accompanied by a service animal in training if the animal is being trained for use by that student or employee to accommodate the student's or employee's disability and their application for a service animal has been approved. Students and employees may not otherwise be accompanied by a service animal in training on school premises in their capacity as student or employee. (See *Naegle v. Canyons School District*, 2018 U.S. Dist. Lexis 88148).
2. An individual, who is not a student or employee, is not required to make a request for use of a service animal in training, but is still required to comply with applicable portions of this policy and assumes the same liability. Consistent with UTAH CODE ANN. § 62A-5b-104, a service animal in training may accompany a member of the public wherever the member of the public is permitted.

Canyon Grove Academy, as a public charter school with a grade configuration of Kindergarten through 8th grade and in accordance with USBE R277-705-3 has established this policy.

According to USBE Board Rule 277-705-2 (5)(a), “secondary school” means grades 7-12 in whatever kind of school the grade levels exist. As such, 7th and 8th grade (and qualifying 6th grade students) at Canyon Grove Academy are required to complete the Utah Core Standard classes listed below to be properly prepared for instruction in grades 9-12:

- Grade 7 Language Arts;
- Grade 8 Language Arts;
- Grade 7 Mathematics;
- Grade 8 Mathematics;
- Grade 7 Integrated Science;
- Grade 8 Integrated Science;
- United States History;
- Utah History; and
- at least one course in each of the following in grades 7 or 8:
 - Health Education;
 - College and Career Awareness;
 - Digital Literacy;
 - the Arts; and
 - Physical Education.

Canyon Grove Academy, as a Local Education Agency (LEA), shall use evidence-based best practices, technology, and other instructional media in middle school curricula to increase the relevance and quality of instruction.

Canyon Grove Academy will use Board-approved summative adaptive assessments to assess student mastery of the following:

- a. reading;
- b. language arts;
- c. mathematics; and
- d. Science.

6th graders, when assessment data and maturity issues validate such, may enroll in middle school coursework after a careful review of such between parents and administration. 6th graders completing the courses within two years may apply for moving up a grade. Careful consideration of class standing and maturity should be given to such a decision.

Students transferring to Canyon Grove who have already completed the 7th grade should be aware that CGA accepts credits and grades awarded to a student from an accredited school or other non-accredited provider and requires that such information be shared with the school in a timely manner to support the ongoing learning of the students, and for the school to validate credits to be awarded.

Further, Canyon Grove Academy provides various methods for a student to earn middle school credit from a non-accredited source, course work, or education provider including by assessment (or demonstrated competency) or by assessment as proctored by CGA, by student work or projects completed, or by way of electronic or

correspondence coursework. This includes receiving certification of work done in a homeschool setting according to state Education Code 53G-6-204.

Canyon Grove Academy, according to R277-705-3 (6) has final decision-making authority for the awarding of credit and grades with regards to participation in extracurricular activities, awards, and recognitions as far as these apply to middle school.

Middle School Alternative Credit Methods	
Relevant Codes and Rules: (R277-705), 53E-3-501, 53E-3-401	
	Date Last Reviewed/Revised: Aug 2023

The Utah State Constitution Article X, Section 3 vests general control and supervision of public education in the Utah State Board of Education (USBE). State law subsections 53E-3-501(1)(b) and (c) directs the Utah State Board of Education to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements. Additionally, State law subsection 53E-3-401(4) allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

As such, USBE Rule 277-705 explains the purpose of such to provide each Local Education Authority (LEA) with consistent definitions and alternative methods for students to earn credit and for methods for schools to award credit. It likewise provides rules and procedures for the assessment of all students as required by law and rules for a student to receive an alternative to a traditional diploma (usually determined to be that document to certify successful completion of high school) if appropriate criteria are met. For Canyon Grove Academy's Middle School purposes, this would reference what constitutes completion of a state-required middle school program.

As for a definition that is important when considering this policy, 7th and 8th graders, even at a school like CGA, are considered secondary students. Where CGA has allowed 6th graders to participate in middle school, they to would be considered secondary students.

Primarily, given 8th grade is the highest grade done at Canyon Grove, the use of supplemental education providers becomes a need to define. These are private school or other educational service providers that may or may not be accredited, but that provide courses or services similar to the coursework offered through public school courses or classes.

As such, an LEA's governing board is establishing this policy as required by law in an open meeting, explaining the process and standards for acceptance as well as reciprocity of credits earned by a student in accordance with state law.

This policy requires parents of students seeking to utilize any non-CGA coursework to communicate the desire to do so to school administration (Superintendent may delegate this to the Middle School Director.) Upon parents initiating such communication with the school, they will be given a copy of this policy in its entirety so that everyone is on the same page.

Reasonable response time to the parent will be five (5) business or in-session school days. This means that materials for review delivered on a Friday afternoon will have until the following Thursday. Items delivered for review on a Monday will receive a response by Friday.

CGA will accept any and all credits and grades awarded by an accredited school or provider.

CGA will also accept verifiable credits and grades awarded by non-accredited sources. Parents submitting such must provide sufficient details and contact information to allow CGA administration to validate the credits or grades in good faith. This may be through electronic or virtual programs, homeschooling co-ops, and other methods for delivering curriculum or instruction. CGA administration or assignee will validate that the non-accredited source meets the minimal state requirements to receive credit for that coursework.

Canyon Grove Academy's Superintendent and Board have the final decision-making authority should any challenges arise as well as final authority on awarding credit and grades from a non-accredited source consistent with state law, due process, and R277-705.

This policy should be revisited as revisions may occur at the Legislative and/or USBE levels or as the CGA Superintendent and Board deem necessary.

Attendance and Truancy	
R277-419-5, 53A-11-101.5	
Date Adopted/Effective: 12/12/11	Date Last Reviewed/Revised: 12/12/11

The School considers a student's regular school attendance of paramount importance as attendance increases academic learning and the student's opportunities to profit from educational instruction. Frequent absences disrupt the instructional and learning process and violates Utah's Compulsory Education Law (Utah Code §53A-11-101.5).

The School's Administrative Site Team and Teachers make Earnest and Persistent Effort (EPE) to facilitate regular school attendance in accordance with the following guidelines:

1. Teachers are required to keep attendance records for students assigned to their class. Teachers should use electronic roll books and must make the rolls available for inspection in accordance with school policy.
2. Teachers and the Principal should contact the parent/guardian of any student accumulating three or more absences.
3. If a student accumulates five or more unexcused absences during a single school year, the Principal may issue a notice of compulsory education violation to the parent/guardian, a notice of truancy to the student and parent/guardian, or both. Notices are issued as follows:
 - a. The Principal sends notices of truancy to parents and students over the age of twelve. The Principal may send notices of compulsory education violation to parents of any student.
 - b. The Principal may send notices of truancy to the student and the student's parent/guardian. The Principal sends notices of compulsory education violation to the parent/guardian but not the student.
 - c. Notices must direct the student's parent/guardian and, for notices of truancy only, the student to (a) meet with the Principal and discuss the student's attendance problems and (b) cooperate with this

policy and applicable law in ensuring the student's regular attendance. The Principal may not conduct this meeting with the student present if the student is under the age of twelve.

- d. The Principal will include his or her name and contact information in each notice.
- e. Notices of compulsory education violation must include a statement that the parent's intentional or reckless failure to meet and discuss the attendance problems and prevent five or more unexcused absences during the remainder of the school year constitutes a class B misdemeanor for the parent/guardian.
- f. The Principal may provide notice by mail, email, or by phone. Official notices are sent to the parent/guardian by certified mail or personal service.

4. The Principal may refer the student's attendance problems to state, local, or school board authorities if the Principal has previously sent a notice of compulsory education violation or notice of truancy and either the parent/guardian refuses to meet with the Principal as required in the notice or the student accumulates five or more unexcused absences after an official notice is sent.

5. Parents receiving a notice of truancy or notice of compulsory education violation may appeal the notice and any related disciplinary action by contacting the Site Director. The Site Director's contact information is available to such parents after contacting the office. The Site Director will review the case and listen to the parent's reason for the appeal and absences prior to making a determination on the issue.

6. The School is a closed campus. Students are not permitted to leave school grounds during school hours except in the following circumstances:

- a. Students may go home for lunch provided a parent or guardian of the student has provided the school office with written permission.
- b. A parent, guardian, or individual listed on an approved emergency release form makes an in-person request at The School's front office for the student's release from school and the authorized person accompanies the student off of the school premises.
- c. An emergency occurs that reasonably requires removal of the student from school grounds.

7. The School accepts the following as excused absences: illness, a family death, an approved school activity, an absence approved by the child's IEP or Accommodation Plan, or any other excuse established as valid by the Administrative Site Team. Parents may excuse absences by notifying the school.

8. The Administrative Site Team may approve extended absences if the parent/guardian collaborates with the Administrative Site Team to define the absence and establish a reasonable plan for the student to make-up missed learning opportunities.

Dual Enrollment	Type: Suggested
Relevant Codes and Rules: R277-438 , 53A-11-102.5	
Date Adopted/Effective: Oct 27, 2015	Date Last Reviewed/Revised 2/20/2020

Canyon Grove offers enrollment to students who desire to be simultaneously enrolled at CGA as well as in a homeschool, other public school, or a regularly established private school ("dual enrollment"), provided that the conditions herein are met and the student abides by all other applicable CGA policies, as determined by the Administrative Site Team.

The parents/guardians of a student who wish to enroll in both CGA and another school must meet with one or more members of the Administrative Site Team prior to dual enrollment. During this meeting, the parents/guardians and the Administrative Site Team member(s) will develop an enrollment plan that will meet the best interests of the student and address the logistical issues related to dual enrollment. At a minimum, the plan must include (i) an obligation for the student to participate in all student assessments in which full-time CGA students participate and (ii) a consistent plan for school attendance.

Technology Security Policy	Type: Required
Relevant Codes and Rules: 53A-1-401 , 53A-1-403 , R277-487 , R277-495 ,	
Date Adopted/Effective: 9/28/2017	Date Last Reviewed/Revised: 9/28/2017

1. Purpose

The purpose of this policy is to ensure the secure use and handling of all school data, computer systems and computer equipment by Canyon Grove Academy students, patrons, and employees.

2. Policy

2.1 Technology Security

It is the policy of CGA to support secure technology systems for the school, including security for all personally identifiable information that is stored on paper or stored digitally on school-maintained computers and networks. This policy supports efforts to mitigate threats that may cause harm to the school, its students, or its employees.

The school will ensure reasonable efforts will be made to maintain network security. Data loss can be caused by human error, hardware malfunction, natural disaster, security breach, etc., and may not be preventable.

All persons who are granted access to the school network and other technology resources are expected to be careful and aware of suspicious communications and unauthorized use of school devices and the network. When an employee or other user becomes aware of suspicious activity, he/she is to immediately contact the school's Information Security Officer with the relevant information.

This policy and procedure also covers third party vendors/contractors that contain or have access to CGA critically sensitive data. All third party entities will be required to sign the Restriction on Use of Confidential Information Agreement before accessing our systems or receiving information.

It is the policy of CGA to fully conform with all federal and state privacy and data governance laws. Including the Family Educational Rights and privacy Act, 20 U.S. Code §1232g and 34 CFR Part 99 (hereinafter "FERPA"), the Government Records and Management Act U.C.A. §62G-2 (hereinafter "GRAMA"), U.C.A. §53A-1-1401 et seq and Utah Administrative Code R277-487.

Professional development for staff and students regarding the importance of network security and best practices are included in the procedures. The procedures associated with this policy are consistent with guidelines provided by cyber security professionals worldwide and in accordance with Utah Education Network and the Utah State Office of Education. CGA supports the development, implementation and ongoing improvements for a robust security system of hardware and software that is designed to protect CGA's data, users, and electronic assets.

3. Procedure

3.1. Definitions:

3.1.1. Access: Directly or indirectly use, attempt to use, instruct, communicate with, cause input to, cause output from, or otherwise make use of any resources of a computer, computer system, computer network, or any means of communication with any of them.

3.1.2. Authorization: Having the express or implied consent or permission of the owner, or of the person authorized by the owner to give consent or permission to access a computer, computer system, or computer network in a manner not exceeding the consent or permission.

3.1.3. Computer: Any electronic device or communication facility that stores, retrieves, processes, or transmits data.

3.1.4. Computer system: A set of related, connected or unconnected, devices, software, or other related computer equipment.

3.1.5. Computer network: The interconnection of communication or telecommunication lines between: computers; or computers and remote terminals; or the interconnection by wireless technology between: computers; or computers and remote terminals.

3.1.6. Computer property: Includes electronic impulses, electronically produced data, information, financial instruments, software, or programs, in either machine or human readable form, any other tangible or intangible item relating to a computer, computer system, computer network, and copies of any of them.

3.1.7. Confidential: Data, text, or computer property that is protected by a security system that clearly evidences that the owner or custodian intends that it not be available to others without the owner's or custodian's permission.

3.1.8. Encryption or encrypted data – The most effective way to achieve data security. To read an encrypted file, you must have access to a secret key or password that enables you to decrypt it.

3.1.9. Personally Identifiable Information (PII) - Any data that could potentially identify a specific individual. Any information that can be used to distinguish one person from another and can be used for de-anonymizing anonymous data can be considered Protected data

3.1.10. Security system: A computer, computer system, network, or computer property that has some form of access control technology implemented, such as encryption, password protection, other forced authentication, or access control designed to keep out unauthorized persons.

3.1.11. Sensitive data - Data that contains personally identifiable information.

3.1.12. System level – Access to the system that is considered full administrative access. Includes operating system access and hosted application access.

3.2. Security Responsibility

3.2.1. CGA shall appoint, in writing, an IT Security Officer (ISO) responsible for overseeing school-wide IT security, to include development of school policies and adherence to the standards defined in this document.

3.3. Training

3.3.1. CGA, led by the ISO, shall ensure that all school employees having access to sensitive information undergo annual IT security training which emphasizes their personal responsibility for protecting student and employee information. - Training resources will be provided to all school employees.

3.3.2. CGA, led by the ISO, shall ensure that all students are informed of Cyber Security Awareness.

3.4. Physical Security

3.4.1. Computer Security

3.4.1.1. CGA shall ensure that any user's computer must not be left unattended and unlocked, especially when logged into sensitive systems or data including student or employee information. Automatic log off, locks and password screensaver should be used to enforce this requirement.

3.4.1.2. CGA shall ensure that all equipment that contains sensitive information will be secured to deter theft.

3.4.2. Server/Network Room Security

3.4.2.1. CGA shall ensure that server rooms and telecommunication rooms/closets are protected by appropriate access control which segregates and restricts access from general school or school office areas. Access control shall be enforced using either keys, electronic card readers, or similar method with only those IT or other staff members having access necessary to perform their job functions are allowed unescorted access.

3.4.2.2. Telecommunication rooms/closets may only remain unlocked or unsecured when because of building design it is impossible to do otherwise or due to environmental problems that require the door to be opened.

3.4.3. Contractor access

3.4.3.1. Before any contractor is allowed access to any computer system, server room, or telecommunication room the contractor will need to present a company issued identification card, and his/her access will need to be confirmed directly by the authorized employee who issued the service request or by CGA's Super.

3.5. Network Security

3.5.1. Network perimeter controls will be implemented to regulate traffic moving between trusted internal (school) resources and external, untrusted (Internet) entities. All network transmission of sensitive data should enforce encryption where technologically feasible.

3.5.2. Network Segmentation

3.5.2.1. CGA shall ensure that all untrusted and public access computer networks are separated from main school computer networks and utilize security policies to ensure the integrity of those computer networks.

3.5.2.2. CGA will utilize industry standards and current best practices to segment internal computer networks based on the data they contain. This will be done to prevent unauthorized users from accessing services unrelated to their job duties and minimize potential damage from other compromised systems.

3.5.3. Wireless Networks

3.5.3.1. No wireless access point shall be installed on CGA's computer network that does not conform with current network standards as defined by the Network Manager. Any exceptions to this must be approved directly in writing by the Information Security Officer.

3.5.3.2. CGA shall scan for and remove or disable any rogue wireless devices on a regular basis.

3.5.3.3. All wireless access networks shall conform to current best practices and shall utilize at minimal WPA encryption for any connections. Open access networks are not permitted, except on a temporary basis for events when deemed necessary.

3.5.4. Remote Access

3.5.4.1. CGA shall ensure that any remote access with connectivity to the school's internal network is achieved using the school's centralized VPN service that is protected by multiple

factor authentication systems. Any exception to this policy must be due to a service provider's technical requirements and must be approved by the Information Security Officer.

3.6. Access Control

3.6.1. System and application access will be granted based upon the least amount of access to data and programs required by the user in accordance with a business need-to-have requirement.

3.6.2. Authentication

3.6.2.1. CGA shall enforce strong password management for employees, students, and contractors.

3.6.2.2. Password Creation

3.6.2.2.1. All server system-level passwords must conform to the Password Construction Guidelines posted in the CGA Policy Manual.

3.6.2.3. Password Protection

3.6.2.3.1. Passwords must not be shared with anyone. All passwords are to be treated as sensitive, Confidential information.

3.6.2.3.2. Passwords must not be inserted into email messages or other forms of electronic communication.

3.6.2.3.3. Passwords must not be revealed over the phone to anyone.

3.6.2.3.4. Do not reveal a password on questionnaires or security forms.

3.6.2.3.5. Do not hint at the format of a password (for example, "my family name").

3.6.2.3.6. Any user suspecting that his/her password may have been compromised must report the incident and change all passwords.

3.6.2. Authorization

3.6.2.1. CGA shall ensure that user access shall be limited to only those specific access requirements necessary to perform their jobs. Where possible, segregation of duties will be utilized to control authorization access.

3.6.2.2. CGA shall ensure that user access should be granted and/or terminated upon timely receipt, and management's approval, of a documented access request/termination.

3.6.3. Accounting

3.6.3.1. CGA shall ensure that audit and log files are maintained for at least ninety days for all critical security-relevant events such as: invalid logon attempts, changes to the security policy/configuration, and failed attempts to access objects by unauthorized users, etc.

3.6.4. Administrative Access Controls

3.6.4.1. CGA shall limit IT administrator privileges (operating system, database, and applications) to the minimum number of staff required to perform these sensitive duties.

3.7. Incident Management

3.7.1. Monitoring and responding to IT related incidents will be designed to provide early notification of events and rapid response and recovery from internal or external network or system attacks.

3.8. Business Continuity

3.8.1. To ensure continuous critical IT services, IT will develop a business continuity/disaster recovery plan appropriate for the size and complexity of school IT operations.

3.8.2. CGA shall develop and deploy a school-wide business continuity plan which should include as a minimum:

- Backup Data: Procedures for performing routine daily/weekly/monthly backups and storing backup media at a secured location other than the server room or adjacent facilities. As a minimum, backup media must be stored off-site a reasonably safe distance from the primary server room.
- Secondary Locations: Identify a backup processing location, such as another School or school building.
- Emergency Procedures: Call the CTO or Web Developer of CGA's Educational Services Provider. They will initiate emergency actions to include: recovery of backup data, restoration of processing at the secondary location, and generation of student and employee listings for ensuring a full head count of all.

3.9. Malicious Software

3.9.1. Server and workstation protection software will be deployed to identify and eradicate malicious software attacks such as viruses, spyware, and malware.

3.9.2. CGA shall install, distribute, and maintain spyware and virus protection software on all school-owned equipment, i.e. servers, workstations, and laptops.

3.9.3. CGA shall ensure that malicious software protection will include frequent update downloads (minimum weekly), frequent scanning (minimum weekly), and that malicious software protection is in active state (real time) on all operating servers/workstations.

3.9.4. CGA shall ensure that all security-relevant software patches (workstations and servers) are applied within thirty days and critical patches shall be applied as soon as possible.

3.9.5. All computers must use the school approved anti-virus solution.

3.9.6. Any exceptions to section 3.9 must be approved by the Information Security Officer.

3.10. Internet Content Filtering

3.10.1. In accordance with Federal and State Law, CGA shall filter internet traffic for content defined in law that is deemed harmful to minors.

3.10.2. CGA acknowledges that technology based filters are not always effective at eliminating harmful content and due to this, CGA uses a combination of technological means and supervisory means to protect students from harmful online content.

3.10.3. In the event that students take devices home, CGA will provide a technology based filtering solution for those devices. However, the school will rely on parents to provide the supervision necessary to fully protect students from accessing harmful online content.

3.10.4. Students shall be supervised when accessing the internet and using school owned devices on school property.

3.11. Data Privacy

3.11.1. CGA considers the protection of the data it collects on students, employees and their families to be of the utmost importance.

3.11.2. CGA protects student data in compliance with the Family Educational Rights and privacy Act, 20 U.S. Code §1232g and 34 CFR Part 99 ("FERPA"), the Government Records and Management Act U.C.A. §62G-2 ("GRAMA"), U.C.A. §53A-1-1401 et seq, 15 U.S. Code §§ 6501–6506 ("COPPA") and Utah Administrative Code R277-487 ("Student Data Protection Act").

3.11.3. CGA shall ensure that employee records access shall be limited to only those individuals who have specific access requirements necessary to perform their jobs. Where possible, segregation of duties will be utilized to control authorization access.

3.12. Security Audit and Remediation

3.12.1. CGA shall perform routine security and privacy audits in congruence with the school's Information Security Audit Plan.

3.12.2. school personnel shall develop remediation plans to address identified lapses that conforms with the school's Information Security Remediation Plan Template.

3.13. Employee Disciplinary Actions shall be in accordance with applicable laws, regulations and school policies. Any employee found to be in violation may be subject to disciplinary action up to and including termination of employment with the CGA.

Dissemination of Information about Juvenile Offenders	Type: Required
Relevant Codes and Rules: R277-714-3	
Date Adopted/Effective: 8/12/10	Date Last Reviewed/Revised: 8/12/10

The dissemination of any information about students between agencies and other schools shall be consistent with FERPA and GRAMA, including applicable time periods and protection of private information.

The Administrative Site Team shall establish procedures by which certain staff members have authority to receive private information about students, depending upon the offense and the circumstances. These procedures shall be approved by the Board of Trustees and made available to parents and students upon request.

A dispute regarding the dissemination of information shall be decided in favor of a student's rights to privacy, except in the event of apparent imminent danger to persons or property.

Health and Wellness	Type: Required
Relevant Codes and Rules: 53G-9-203 .	
Date Adopted/Effective: 11/11/2015	Date Last Reviewed/Revised: May 2023

Medical Recommendations by School Personnel

School employees may provide information and observations to a student's parents or guardian about the student's:

1. Progress;
2. Health and wellness;
3. Social interactions; and/or

4. Behavior

School employees may complete a behavioral health evaluation form if requested by a student's parent or guardian to provide information to a licensed physician.

In addition, a school employee may communicate information and observations between school personnel regarding a student. School employees may also refer a student to other appropriate school personnel and agents, including referrals and communication with a school counselor or other mental health professionals working within the school.

If a school employee believes that a student is at risk of (a) attempting suicide, (b) physical self-harm, or (c) harming others, then the employee may question the student about the suicidal thoughts, self-harming behavior, or thoughts of harming others in order to refer the student to appropriate prevention services and to inform the student's parent or guardian. However, the questioning shall be limited to that which is necessary for referral to prevention services or to make the parent or guardian aware of the perceived risk. (See Policy FEA)

Utah Code § 53E-9-203(7) (2020)

If a school employee believes that a situation exists which presents a serious threat to the well being of a student, that employee shall notify the student's parent or guardian without delay. The school employee may consult or use appropriate healthcare professionals in the event of an emergency while the student is at school, consistent with the student emergency information provided at student enrollment.

The school shall notify the parent or guardian of a student who:

1. Threatens to commit suicide; or
2. Is involved in an incident of bullying, hazing, abusive conduct, cyber-bullying, or retaliation (whether as a victim or as a perpetrator).

The school shall produce and maintain a record that verifies that the parent or guardian was notified of the threats or incidents listed above. The record is a private record for purposes of the Government Records Access and Management Act.

The process for notifying a parent shall consist of:

1. The school principal or designee shall attempt to make personal contact with a parent or guardian when the school has notice of a threat or incident listed above. It is recommended that the parent be informed of the threat or incident with two school people present. If personal contact is not possible, the parent may be contacted by phone. A second school person should witness the phone call.
2. Contact with the parent must be documented in a "Verification or Parent Contact Regarding Threat or Incident."

(A copy of the "Verification of Parent Contact Regarding Threat or Incident" is attached below.) Subject to laws regarding confidentiality of student educational records, at the request of a parent, a school may provide information and make recommendations related to an incident or threat.

Utah Code § 53G-9-203 (2019)

Utah Code § 53G-9-604 (2019)

The record of parental notification shall be maintained in accordance with Policy FE, Policy FEA, and the Utah Student Data Protection Act, [Utah Code § 53A-12-301](#) and [53A-13-302](#) and Federal Family Educational Rights and Privacy Act ("FERPA"). A copy of the record of parental notification shall upon request be provided

to the student to whom the record relates. After the student has graduated, CGA shall expunge the record of parental notification upon the request of the student,

Utah Code § 53-11a-203 (2016)

Schools Cannot Require Students to Take a Specific Medication or Treatment

School employees shall not require that a student take or continue to take a specific medication, whether over-the-counter or prescription medicine, as a condition for attending school.

This policy does not include immunizations against communicable diseases as required by the Department of Health as a prerequisite to school attendance. See Policy FDAB.

School employees may not:

1. Recommend to a parent or guardian that a student take or continue to take a psychotropic medication;
2. Require that a student take or continue to take a psychotropic medication as a condition for attending school;
3. Recommend that a parent or guardian seek or use a type of psychiatric or psychological treatment for a student;
4. Conduct a psychiatric or behavioral health evaluation or mental health screening, test, evaluation, or assessment of a student, except when necessitated to meet the requirements of the Individuals with Disabilities Education Act, 20 U.S.C. Sec. 1400 et seq., and its subsequent amendments; or
5. Make a child abuse or neglect report to authorities, including the Division of Student and Family Services, solely or primarily on the basis that a guardian refuses to consent to:
 - a. A psychiatric, psychological, or behavioral treatment for a student, including the administration of a psychotropic medication to a student; or
 - b. A psychiatric or behavioral health evaluation of a student.
 - i. However, school employees may make a report that would otherwise be prohibited under Subsection (5) if failure to take the action described under Subsection (5) would present a serious, imminent risk to the student's safety or the safety of others.

Utah Code Ann. § 53A-11-605 (2013)

School Mental Health Professionals and Counselors Can Recommend Treatment or Evaluation

A school counselor or other mental health professional acting in accordance with the Mental Health Professional Practice Act, or licensed through the State Board of Education, working within the school system may:

1. Recommend, but not require, a psychiatric or behavioral health evaluation of a student;
2. Recommend, but not require, psychiatric, psychological, or behavioral treatment for a student;
3. Provide to a parent or guardian, upon the specific request of the parent or guardian, a list of three or more health care professionals or providers, including licensed physicians, psychologists, or other health specialists; and
4. Conduct a psychiatric or behavioral health evaluation of mental health screening, test, evaluation, or assessment of a student; however, prior written consent of the student's parent or guardian and a two-week minimum notification period are required prior to conducting the behavioral health evaluation or mental health screening, test, evaluation, or assessment. A parent or guardian may waive the two-week minimum notification period. However, this written consent and notice is not required before questioning a student believed to be at

risk of suicide, physically self-harming behavior, or harming others to the extent needed for referral to appropriate prevention services and to notify the parent or guardian of the perceived risk. See Policy FEA.

Utah Code Ann. § 53A-11-605 (2013)

Utah Code § 53A-13-302(7) (2016)

Training and Discipline

Each school shall provide training to the appropriate personnel on the proper application of this policy. An intentional violation of this policy shall be dealt with according to the provisions of Policy DHA—Orderly School Termination for Employees.

Utah Code Ann. § 53A-1-605 (2013)

VERIFICATION OF PARENT CONTACT REGARDING THREAT OR INCIDENT

I, [Name] _____, principal or principal’s designee, contacted [Name of parent] _____ on [Date] _____ and notified him or her that [Name of student] _____ has made suicidal threats or was involved in an incident of bullying, hazing, abusive conduct, cyber-bullying, or retaliation. Contact was made:

- in person
- by telephone (number used: _____)
- by email (email address used: _____)
- by other method (specify): _____

Notice was given of:

- suicide threat
- bullying incident
- cyber-bullying incident
- abusive conduct incident
- hazing incident
- retaliation incident

[Name of school staff member] _____, witnessed the contact.

Principal or Principal’s Designee Title Date

School Staff Member Title Date

Right to Transfer from Persistently Dangerous School	Type: Suggested
Relevant Codes and Rules: R277-483-6 (A)	
Date Adopted/Effective: 8/12/10	Date Last Reviewed/Revised: 8/12/10

Canyon Grove Academy will comply with the state code regarding the right to transfer from persistently dangerous schools.

At-risk of Academic Failure	Type: Definition
Relevant Codes and Rules: R277-708	
Date Adopted/Effective: 11/19/2020	Date Last Reviewed/Revised: 11/19/2020

Board adopted definition

"At-risk of academic failure" means a CGA student who meets one or more of the following criteria:

- (a) scores below proficient on a school approved assessment; or
- (b) requires additional support on account of status based on one or more of the following: Low Income/Economically Disadvantaged, special education, 504, ELL, Homeless; or
- (c) is receiving personalized intervention provided by a school specialist; or
- (d) meets the definition of chronic absenteeism.

Parent Involvement	Type: Required
Relevant Codes and Rules: 53A-1a-105	
Date Adopted/Effective: 12/12/11	Date Last Reviewed/Revised: 12/12/11

Canyon Grove Academy believes that ongoing involvement of parents is very important to the success of its students' education. To meet the Title I Schools a requirement, Canyon Grove has created and supports a strong parent-school partnership. As a Title I school, Canyon Grove encourages parent volunteerism and plans meaningful activities in which parents and families may participate.

Canyon Grove convenes a Title I orientation meeting annually, in conjunction with the "Back to School/Meet Your Teacher" night at the beginning of each school year. All parents are invited and encouraged to attend. This meeting is used to inform parents of the school's participation under Title I and explain Title I requirements and the parents' rights to be involved. Teachers also inform parents regarding curriculum used in the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.

A committee of parents is responsible for the construction and revision of this policy, in addition to the development of the School-wide Title I Plan. This parent committee will meet twice a year, with

additional meetings as deemed necessary for the improvement and benefit of the school. In addition to the parent committee, the board will utilize at least one elected parent representative and other appointed parent representatives as allowed or required by the charter or by-laws. Canyon Grove will provide parents with relevant information regarding parent involvement, their child's achievement, and the school's performance.

This will include, but is not limited to, the following:

- Yearly Title I meeting
- Parent Literacy and Math Nights
- School performance records and proficiency level expectations distributed each school year through UCAS and summative test results
- Written communications from teacher, including
 - o Emails to parents
 - o Quarterly progress reports
 - o Formal standardized test scores reports
- Oral communication from teacher, including
 - o Phone and/or email contacts
 - o Conference opportunities (at least twice per year)
 - o Interaction at after-school functions
- School council meetings
- Newsletters
- A Parent and Administration question and answer session occurring at least once a term, with notes from the meeting emailed to parents
- Posting upcoming events on the school website
- Timely responses to parent suggestions through emails, telephone calls, notes and conferences
- Satisfaction surveys distributed to parents at least once a year

Parents, through the annual "Meet your Teacher Night" and the Canyon Grove Family Handbook, will be assisted in understanding the following: the National Education Goals, Utah's state content standards and student performance standards, school improvement process (when applicable), the Utah Criterion-Referenced Test (Sage), and Title I requirements. Translations will be provided to the extent possible, funded by Title I. Ongoing Parent Nights will provide opportunities for parents to participate in school related activities throughout the year. Consistent with the school's commitment to green education, the school will provide parents with electronic resources to help their students at home in reading, math, and writing. Materials and information regarding child development and school achievement are also made electronically available to parents. Additionally, volunteer training seminars will be conducted at least once a year to train those individuals who desire to become active volunteers at the school.

The Parent Representative will inform the administration of parent concerns and/or activities when deemed appropriate by the Parent Representative. Canyon Grove will coordinate and integrate parent involvement programs and activities with programs such as the Federal Department of Education (through the distribution of brochures) and other programs to the extent feasible and appropriate. The Parent Representative is responsible for emailing parents, at least monthly, about volunteer and committee opportunities using volunteer and committee email aliases provided by the school.

The School Administration will work with various community organizations to further the school's interests and increase community involvement. The Parent Representative, in conjunction with parent committees, will develop a Parent-Teacher-Student Compact. This compact will outline how parents, the school staff, and students will share the responsibility for improved students' academic achievement and the means by which the school and parents will build a partnership to help students achieve the state's standards. The contract shall address the importance of communication between teachers and parents on an ongoing basis. The compact will be distributed to all parents through the Canyon Grove Family Handbook.

The school will accept suggestions and comments from parents on an ongoing basis. All data,

comments, and suggestions, including unsatisfactory comments, regarding the Title I school plan and parent involvement policy, are collected and sent to the LEA. The Board considers this information when reviewing the Parent Involvement Policy and Parent Involvement Action Plan for the school.

Parent & Student Engagement Policy	Type: Required
Relevant Codes and Rules:	
Date Adopted/Effective: 12/15/08	Date Last Reviewed/Revised: 12/15/08

Canyon Grove Academy regards parental involvement vital to the academic success of students. Parents are the initial teachers of their children and serve as partners with the school in helping their children achieve academic success.

Canyon Grove Academy will involve parents in the development of its school plan.

- The school will invite two parents from each Title I school to participate in the development of the school plan. Information, including academic data, State and Federal allocations, personnel, and instructional strategies will be given to parent representatives two weeks prior to the meeting for review.
- Parents from participating Title I schools will review information, attend scheduled meetings and give input into the development of the school plan.
- The Canyon Grove Academy School Board will give final approval of the school plan.

Canyon Grove Academy will involve parents in the process of school review and improvement.

- Share the achievement data from all schools with parents.
- Invite input from parents regarding LEA and school academic goals.
- Discuss scientifically based research instructional practices.
- Give direction in securing research-based curriculum materials that align with goals.

Canyon Grove Academy will provide coordination and technical assistance to promote quality parental involvement activities.

- Twice during the year, school leadership will include parental involvement discussions in school leadership meetings across departments to maximize coordination and effective use of resources.
- Provide annual training to school administrators and teachers on effective parent involvement strategies.

Canyon Grove Academy will build the school and parent capacity for strong parental involvement.

- Schedule an annual parent involvement seminar to build effective parental involvement strategies.
- The school will allocate Title I funds to support a half-time parent liaison for each Title I school.

Canyon Grove Academy will coordinate parental involvement strategies with other programs.

- Representatives from other programs (i.e. Head Start and Special Education) will be encouraged to cosponsor the annual parent involvement seminar with Title I.
- School leaders who have responsibility for overseeing parental involvement activities will meet at least twice a year to discuss plans and coordinate efforts.

Canyon Grove Academy will conduct an annual parental involvement evaluation.

- In the spring, local School Community Councils will be given a Title I Parent Involvement Evaluation Form and asked to complete the evaluation and provide input on how the school might improve support for parental involvement.

- At the spring SEP conference, parents will be encouraged to complete a parent involvement survey that will elicit feedback on current activities and request input for future efforts.
- At the beginning of the new school year, the school will provide a summary of the parental involvement survey with its plans to address identified needs and recommendations.

Canyon Grove Academy will ensure that Title I schools are involving parents in a variety of school activities.

- Require each Title I school to submit an annual report of successful parent involvement activities.
- In the annual training for administrators and teachers, the school will share identified successful parental involvement activities. They will be encouraged to share ideas with PTOC Presidents and School-Community Councils.
- Principals will annually report to the school how they used Title I funds to support effective parent involvement strategies.

Religious Expression and Education	Type: Required
Relevant Codes and Rules: R277-105 , 53A-13-101.1	
Date Adopted/Effective: 8/12/2010	Date Last Reviewed/Revised: 8/12/2010

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

· *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

· *Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the

collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

[School District will/has develop[ed] and adopt[ed]] policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. **[School District]** will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. **[School District]** will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. **[School District]** will make this notification to parents at the beginning of the school year if CGA has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Requests for waivers of participation in School Activities will be handled consistent with and in compliance with Utah Administrative Code R277-105-5.

Discrimination and Sexual Harassment	Type: Required
Relevant Codes and Rules: R277-112	
Date Adopted/Effective: 6/28/2017	Date Last Reviewed/Revised: 6/28/2017

It is policy of the Canyon Grove Academy (CGA) not to discriminate on the basis of sex, race, national origin, creed, religion, age, marital status, sexual orientation, gender dysphoria, or disability in its educational

programs, activities, or employment policies as required by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973.

The policy against non-discrimination applies in all aspects of the school's programs and activities, including but not limited to admissions and the administration of discipline. It shall be a violation of this policy for any student or employee of the school to harass a student or an employee through conduct or communication in any form as defined by this policy or to retaliate against any individual for filing, receiving, investigating, or providing information concerning any complaint alleging violation of a federal civil rights law under this policy. This policy will be posted on the school's website and distributed as part of the annual online registration process.

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Acts of 1964 is a federal law that prohibits discrimination on the basis of race, color, or national origin. In compliance with Title VI, the school prohibits all discriminatory practices, including but not limited to the following:

1. Preventing a person from enrolling in a school, class, or extracurricular school activity based on race, color, or national origin.
2. Arbitrarily placing a student in a school or class with the intent of separating the student from the general population of students because of the student's race, color, or national origin.
3. Setting higher standards or requirements as a prerequisite before allowing minorities to enroll in a school, class, or activity.
4. Unequally applying disciplinary action based on a student's race, color, or national origin.
5. Failing to provide the necessary language assistance to allow limited English-proficient students the same opportunity to learn as English-proficient students.
6. Administering tests or other evaluative measures, which by design or by grading do not allow minority students the same opportunity to present a true measure of their abilities.
7. Providing advice or guidance to minority students with the intent to direct them away from schools, classes, or educational activities based on their race, color, or national origin.
8. Providing instructional and related services to minority students that are inferior to those provided to non-minority students.

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 is a federal law that prohibits discrimination on the basis of sex in providing educational programs and services. It is the policy of the school not to discriminate against any student, employee, or applicant on the basis of sex. The school will ensure that no student will be excluded from participating in or having access to any course offerings, student athletics, or other school resources based on unlawful discrimination. CGA will take all necessary steps to ensure that each employee's work environment is free of unlawful discrimination based on sex. No employee of the school, including any person representing the school, shall intimidate, threaten, harass, coerce, discriminate against, or commit or seek reprisal against anyone who participates in any aspect of the discrimination complaint process associated with this policy.

Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973

Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 are federal laws that prohibit discrimination on the basis of disability. The school does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Because of the affirmative obligation under Section 504 to provide a free appropriate public education as well as to avoid harassment and discrimination based on disability, the Superintendent may establish additional procedures regarding issues related to compliance with Section 504.

Complaints

Any person who believes he or she has been the victim of discrimination, harassment, or sexual harassment by another student or an employee of the school, or any third person with knowledge of conduct that may constitute discrimination, harassment, or sexual harassment should immediately report the alleged acts to the Superintendent. If the complaint is against the Superintendent, the complaint should be submitted to the chair of the school's Board of Directors. The school is committed to investigating all complaints of discrimination or harassment under federal civil rights laws and will take action to stop any harassment or discrimination that is discovered.

The Superintendent will establish a process for handling complaints alleging harassment or discrimination under federal civil rights laws that complies with applicable legal requirements.

Compliance Officer

The Superintendent is designated the compliance officer for all federal civil rights matters under any of the foregoing federal laws and shall coordinate the school's efforts to comply with federal civil rights laws. Any questions concerning this policy should be directed to the school's Superintendent.

<p>Student Credit Policy</p>	<p>Type: Required</p>
<p>Relevant Codes and Rules:</p>	
<p>Date Adopted/Effective: 8/2024</p>	<p>Date Last Reviewed/Revised: 8/2024</p>

Purpose

This policy to specify standards and credit requirements for high school graduation and shall issue differentiated diplomas or certificates of completion consistent with state law and rules.

Procedure

- Diplomas and Completion Certificates
- School shall offer a differentiated high school diploma to all students that successfully complete all state course requirements for graduation.
- A Certificate of Completion may be awarded instead of a diploma for students who have an Individualized Education Plan (IEP) and will be continuing their education in the specialized program post-graduation. (See Section 7 - Students with Disabilities)
- 2.2. Academic Requirements for High School Graduation: Students in grades 9 through 12 must earn at least the minimum number of credits designated by the student's high school through course completion or through competency assessment consistent with Utah Administrative Rule R-277-705 and District policy. Students earn 24 credits for graduation.

Credits Required for Graduation

- A. Language Arts 4.0 units of credit
- B. Mathematics 3.0 units of credit
- C. Science 3.0 units of credit at a minimum, two selected from the four science foundation areas
- D. Social Studies 3.0 units of credit
- E. Directed Coursework
 - Fine Arts 1.5 units of credit
 - Career and Technical Education 1.0 unit of credit
 - Digital Studies 0.5 units of credit

- General Financial Library 0.5 unit of credit
- F. Physical and Health Education 2.0 units of credit
- G. Electives as determined by the high school

Units of Credit

A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards.

Course Grade Forgiveness (R277-717-3). A student wishing to improve a course grade has the following options: a) repeat the course one or more times; or b) enroll in and complete a comparable course. (A grade for an additional unit of credit does not change a student's original course grade for purposes of this section.) The student will be responsible for any course fees or cost.

Repeating a course: If a student repeats a course, student's school/Local Education Agency (LEA): a) shall adjust the student's course grade and grade point average to reflect the student's highest grade and exclude a lower grade; b) shall exclude from the student's permanent record the lower course grade; and c) may not otherwise indicate on the student's record that the student repeated the course.

Enroll in a comparable course: If a student enrolls in a comparable course the student shall, at the time of enrolling in the comparable course, inform the student's LEA of the student's intent to enroll in the course for the purpose of improving a course grade. The LEA, prior to enrollment confirms with the students that the comparable course fulfills the same credit requirements as the course the student intends to replace. At the completion of the comparable-course the student's LEA: a) shall adjust, the student's course grade and grade point average to reflect the student's highest grade and exclude a lower grade; b) shall exclude from the student's permanent record the lower course grade; and c) may not otherwise indicate on the student's record the course or comparable course for which the student received the lower grade.

School may grant credit from among the following:

Successful completion of a course offered by the school; approved by the school taken outside of the regular school day or school year; approved by the school for concurrent enrollment and offered by an accredited post-secondary institution; or offered by correspondence or extension that is approved and accredited by the State of Utah.

Demonstrated proficiency by way of a school approved assessment. Parents/guardians are responsible for the cost of assessment.

Successful completion of a course from an accredited secondary school, accredited special purpose school, accredited supplemental education school, or other approved online course.

Students enrolled in grades 9 through 12 will be allowed to earn credit by enrolling in and completing courses offered by state approved and accredited programs. The number of allowable online credits each academic year are 6 credits per year. (R277-726-2)

Home Instruction

Students released for home instruction do not earn School credits.

Early Graduation Option

The option for early graduation is available to any secondary student who has completed all graduation

requirements for the traditional school diploma.

Concurrent Enrollment

Students who can demonstrate readiness for college level work may be eligible for the Concurrent Enrollment program. This program allows students to earn college credit while attending high school. All credit earned in concurrent enrollment courses will count toward high school graduation.

Students with Disabilities

A student with a disability under the Individuals with Disabilities Education Act (IDEA) shall satisfy high school completion or graduation criteria, consistent with state and federal law and the student's Individualized Education Program (IEP). School may modify graduation requirements consistent with the student's IEP (R277-770). The IEP team must refer to the [USBE Graduation Guidelines for Students with Disabilities](#) for additional information regarding modifying graduation requirements and IEP substitutions. Students with disabilities are entitled to participate in graduation. (Letter to Runkle, OCR 1996).

There are three graduation options for students with disabilities in Utah: 1) Graduate with a regular high school diploma, 2) Graduate with an alternative diploma, and 3) Earn a certificate of completion. Earning the alternative diploma, a certificate of completion, or a GED does not end

School's responsibility of FAPE; therefore, a student may continue to receive special education and related services until age 22.

Graduation with a regular high school diploma constitutes a change of placement, requiring written prior notice (WPN). The obligation of School to provide FAPE ends when a student under IDEA is issued a regular high school diploma. Students with disabilities shall meet graduation requirements with appropriate documented (a cumulative record) accommodations, curricular modifications, substitutions and amendments as determined by their IEPs. The student's transcript must not identify special education classes.

Students with disabilities may earn an alternate diploma if the student accesses grade-level core standards through the Essential Elements; the student's IEP team makes graduation substitutions with an Essential Elements course or another USBE or LEA approved course; and the student meets all graduation requirements prior to exiting school at or before age 22 (277-705-5). An alternate diploma issued by the LEA may not indicate that the recipient is a student with a disability.

Students with disabilities may graduate with a certificate of completion if they have completed their senior year; however, have not met the graduation requirements and whose IEP Transition Plan (beginning at age 14) includes a District Post-High School Program. A certificate of completion indicates a record of completed competencies and does not constitute a change of placement, until the student ages out (age 22) and/or exits the program. This certificate may not identify the student as a student with a disability.

Students with disabilities may earn a Career Development Credential (CDC) if: the student meets the requirements of a career focused work experience prior to leaving school; consistent with state and federal law; and the student's IEP or 504 plan. See USBE R277-705-6 for more information. A student can earn a CDC in conjunction with a regular high school diploma or the alternate diploma.

Transfer & Withdrawn Students

The School will approve credits and grades received from an accredited public or private school. Credit earned at a school accredited by the USBE or Cognia is accepted at face value at School.

Students enrolling during the fourth (4th) term of their senior year shall have their graduation status coordinated by

the principals of the new school and the sending school.

Students who have withdrawn from public school before graduating may not return to public school once they have turned 18 years old and their class has graduated. Students will be referred to Adult Education to complete their high school education.

Adult High School Diploma

All students withdrawn from public school who are 16 years and older who seek an adult high school diploma through Adult Education may earn a Traditional High School Diploma from Utah High School Completion Diploma (GED) and must meet all eligibility requirements necessary to become an enrollee in accordance with federal and state requirements and pay the enrollment fee.

Utah High School Completion Diploma (GED)

- Sixteen-year-old, out of school youth, must attend an Adult Education program to gain verification to take the GED.
- Upon successful completion of the GED, the State of Utah shall award the student a Utah High School Completion Diploma.
- Once students pass the GED test and earn a Utah High School Completion Diploma, they may not return to public school or Adult Education and work on a basic or traditional diploma. See exception 8.4.1.3.
- No credits are earned from passing the GED test.

Foreign Exchange & Privately Placed Foreign Students

The intent of the Foreign Exchange program is to provide a cultural experience in an American high school without the pressure of meeting the same set of standards expected of our students. As such, Foreign Exchange (J-1) students are not eligible for a high school diploma.

- Foreign students shall not be allowed to enroll if they have already graduated in their home country or they are 18 years of age and above.
- Foreign students with J-1 and F-1 status will not be considered for graduation and are therefore not eligible to receive a high school diploma. They may receive a transcript and certificate of completion and participate in graduation ceremonies if approved by school administration.
- Foreign students with J-1 and F-1 status who intend to submit transcripts in languages other than English, must bear the responsibility and cost for translation of their transcripts. Transcript evaluations for all foreign students will be completed by the District counseling coordinator.

Graduation Ceremony

School recognizes that a student's graduation is a culmination of years of planning and successful completion of state and LEA requirements. The wearing of the cap and gown and participation in the ceremony awarding the certificate of completion or diploma shall be reserved for students who have met those requirements. The Board recognizes the importance of the

completion of the requirements for a certificate of completion or traditional high school diploma and views it as an achievement that improves the community as well as the individual. The Board wishes to recognize that achievement in a publicly celebrated graduation exercise.

- Participation in the graduation ceremony is an opportunity and not a protected property right. Participation may be denied as a disciplinary measure, or if a student refuses to comply with graduation ceremony standards established and developed at the individual school site.
- Participation in the graduation ceremony is optional and is not required.
- Caps and gowns will be worn in the proper manner as designated by the school administration.
- Students with special needs shall be provided with the opportunity to participate in ceremonies utilizing criteria based upon their unique circumstances as outlined in section 8 of this policy.

Seal of Bi-Literacy

Available for students who meet proficiency standards in speaking, listening, writing and reading in English and a second language. Students may request information from their school counselors or English Language staff.

Definitions

"Accredited" means evaluated and approved under the accreditation standards of the State Board of Education.

"Concurrent Enrollment" means enrollment by public school students in one or more college or university courses for credit by a high school student.

"Early Graduation" means any secondary public school student, with the approval of the student, the student's parent or guardian, and an authorized local school official, who has completed all required courses or demonstrated mastery of competencies, graduates prior to the conclusion of the twelfth grade.

"Transcript" means an official document or record generated by one or several schools which includes, at a minimum; the courses in which a secondary student was enrolled, grades and units of credit earned. The transcript is usually one part of the student's permanent or cumulative file which also may include birth certificate, immunization records and other information as determined by the school in possession of the record.

Dropout Prevention & Recovery	Type: Required
Relevant Codes and Rules:	
Date Adopted/Effective:8/2024	Date Last Reviewed/Revised: 8/2024

Purpose

The purpose of this policy is to conform with State rule as School strives to prevent dropout and offers recovery programs to its students.

The Board of Trustees (Board) authorizes the School Administration to develop appropriate guidelines, procedures, protocols, and processes for this policy.

At-Risk Coordinator

High school counselors, in conjunction with high school Administration, serve as At-risk Coordinators who collect and disseminate data regarding dropouts and to coordinate School's program for students who are at high risk of dropping out of school.

Definitions

Designated Student means a student:

- 1.1.1. who has withdrawn from school before earning a diploma, and who has been dropped from average daily membership and whose graduating class (when entering grade 9) have not yet graduated; OR
- 1.1.2. who is at risk of withdrawing from school before earning a diploma.

Student is any person under the age of nineteen (19) receiving educational services or anyone under the age of twenty-three (23) who is receiving educational services as an individual with a disability.

Dropout Prevention and Reduction Plan

- School shall identify all designated students.
- School shall provide remediation services for students in grades 9-12 who do not meet competency levels in a particular class. Students may be required to participate in remediation services before advancing to the next course in a subject sequence.
- School shall provide dropout prevention and recovery services for students in grades 9-12
- with low academic performance. Services may include the following:
 - engaging with the student;
 - developing a learning plan to identify barriers to regular school attendance and achievement, an attainment goal, and a means for achieving the attainment goal;
 - monitoring the student's progress toward reaching the attainment goal; and
 - providing tiered interventions for a student who is not making progress toward the student's attainment goal.
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Annual Reporting

School shall annually submit a report to the State Superintendent of Education on dropout prevention and recovery services that meets the requirements of State rule.

Compliance with Ferpa	Type: Required
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It is the policy of the Canyon Grove Academy to follow state and federal laws and guidelines pertaining to student records and family privacy rights. In general, employees are directed not to disclose personal information about students or their school performance unless the individual or agency requesting such information has both a legal right and a legitimate educational need to obtain it.

The purpose of this policy is to assure students and their parent(s)/guardian(s) of their rights under the law, including the following:

- The right to examine and request the amendment of education records (Family Educational Rights and Privacy Act (FERPA));

- The right to limit access to student records and/or personal information, in certain circumstances, by requiring the prior written consent of a parent(s)/guardian(s) before the information or records can be released (FERPA);
- The right to be notified of, examine, and either consent to or opt out of participating in surveys or educational activities that relate to specific protected areas (Protection of Pupil Rights Amendment (PPRA));
- The right to deny the release of names, addresses, and telephone numbers of high school students to military or college recruiters (Elementary and Secondary Education Act (ESEA)); and
- To maintain the rights of students, 18 years and older, to make their own educational decisions and keep their school-related information confidential.

<h2 style="color: #4F81BD;">Gender Inclusion</h2>	Type: Required
Relevant Codes and Rules:	
Date Adopted/Effective: 11/2024	Date Last Reviewed/Revised: 11/2024

DEFINITIONS

These definitions are provided not for the purpose of labeling individuals but rather to assist in understanding these administrative procedures and the legal obligations of district staff. Individuals may or may not use these terms to describe themselves.

Assigned Sex: Refers to one’s sex assigned at the time of birth, which usually aligns with a child’s anatomical sex and phenotype.

Bullying: See, Administrative Procedures for Board Policy G-20: Bullying, Cyber-Bullying, Hazing, and Abusive Conduct Prohibited.

Changing Room: A dressing room, fitting room, locker room, or shower room.

Cisgender: An individual whose gender identity is consistent with the sex assigned at birth.

Discrimination: See, G-19.A. Administrative Procedures for Board Policy G-19: Discrimination, Harassment, Sexual Harassment, and Retaliation Prohibited.

Education Record: Records, files, documents, and other materials, which contain information directly related to a student and are maintained by the school or by a person acting for the school. Records kept by teachers, supervisors, and administrative staff that only the person who created them can access and are not shared with anyone else except a substitute, are not included.

Gender: Refers to the attitudes, feelings, and behaviors that a given culture associates with biological sex.

Gender Expression: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Gender Identity: Refers to one’s internal sense of one’s own gender. It may or may not correspond to the sex assigned to a person at birth and may or may not be made visible to others.

Gender Nonconforming: A term for people whose gender expression differs from community norm expectations. This includes people who identify outside traditional gender categories or identify as both genders. Other terms that can have similar meanings include gender diverse or gender expansive.

Gender Transition: The process in which an individual changes aspects of themselves (e.g. appearance, name, pronouns, and/or physical changes to their body) to be more congruent with the gender they know themselves to be, also known as the individual's affirmed gender.

Harassment: See, G-19.A. Administrative Procedures for Board Policies G-19: Discrimination, Harassment, Sexual Harassment, and Retaliation Prohibited.

Intersex: A term for a combination of chromosomes, gonads, hormones, internal sex organs, and genitals that differs from the two typical patterns for male or female bodies.

Privacy Plan: A plan created by the school administration, student, and the student's Parent(s) to assist the student in using a Privacy Space that corresponds with the student's Gender Identity.

Privacy Space: A restroom or changing room where an individual has a reasonable expectation of privacy.

Sexual Orientation: An enduring pattern of romantic, emotional, or sexual attraction (or a combination of these and/or a lack thereof) to persons of the opposite or same sex, or to more than one sex.

Transgender: An adjective describing a person whose gender identity or expression is different from the sex assigned at birth. A Transgender male is someone who identifies as male but was assigned the sex of female at birth (FTM); a Transgender female is someone who identifies as female but was assigned the sex of male at birth (MTF). Trans is another accepted term for referring to a Transgender individual.

Parent: includes anyone with legal rights as a custodian for the student.

PROCEDURES FOR IMPLEMENTATION

Canyon Grove Academy fosters an environment that is safe and free from Discrimination for all individuals regardless of sex, Sexual Orientation, gender identity, or gender expression. These administrative procedures should be interpreted consistent with the goals of reducing the stigmatization of and improving the integration of Transgender and gender nonconforming individuals and maintaining the privacy of all students and employees as they participate in the school community. These administrative procedures use the terms Transgender and gender nonconforming as inclusive terms for all forms of gender identity and expression. Bullying, cyber-Bullying, hazing, Discrimination, retaliation, and Harassment based on a student's or employee's Transgender or gender nonconforming status is prohibited. Such actions are illegal and abusive and can negatively affect not only the school or work environment, but also an individual's health and well-being. If a school or department has an objective basis, such as privacy concerns, that would justify questioning whether an individual's asserted gender identity or expression is genuine, the principal/supervisor may verify that the gender identity or expression is sincerely held by gathering appropriate documentation. To do so, the principal/supervisor may obtain a list of people (i.e., Parents/legal guardians, friends, teachers, colleagues, etc.) who are willing to attest that the individual's actions, attitudes, dress, and manner accurately reflect the individual's consistently asserted gender identification and expression.

I. Student Confidentiality/Privacy

A. School personnel must take appropriate steps to protect students' privacy related to their Transgender status, including their birth name or sex assigned at birth, from employees, students, and any other individuals who do not have a right or need to know this information.

1. In cases where the Transgender student's name or gender marker have been legally changed, unauthorized disclosure of their birth name or original gender marker is prohibited and may violate the Family Educational Rights and Privacy Act ("FERPA") and Utah's Student Privacy and Data Protection Act.
2. Canyon Grove Academy may maintain records with information about Transgender students' birth name and sex assigned at birth (collectively, the "Transgender Records"). Transgender Records should be maintained by the school administrator in a secure location. Unless prohibited by applicable laws, parents shall be allowed to access their student's Transgender Records.

B. Students may request a meeting with a school administrator or counselor to discuss concerns about the school environment and/or supports to make the school environment more welcoming for them.

1. Prior to meeting with a school administrator or counselor, signed written consent from the student's parent is required. A general consent form may be provided to parents at the beginning of the school year. It should disclose topics that could be discussed, such as political affiliations or philosophies; mental or psychological issues; sexual behavior, orientation, or gender identity; illegal or anti-social behavior; critical evaluations of close relationships; religious beliefs; privileged relationships; income information (unless legally required).

a. Written consent signed by the Parent is required for each school year. Prior year consent forms cannot be used.

b. For transfer students, signed written consent from the prior school does not suffice. A new consent form is required.

c. Prior written consent is not required for spontaneous disclosures. Future meetings with the student will require signed, written consent from the Parent.

2. Except to the extent prohibited by law, school employees shall keep these conversations with the student confidential. If a school employee believes that a situation exists which presents a serious threat to the well-being of a student, that employee shall notify the student's Parents without delay.

a. If a school employee believes that a Parent poses a risk to the student's health or safety, the school employee must notify the proper authorities, such as the Department of Children and Family Services (DCFS).

C. When appropriate, school personnel should work closely with the student and/or Parent in devising an appropriate plan regarding the confidentiality of the student's Transgender status.

1. Student health and safety is the paramount consideration when discussing the student's privacy related to their Transgender status.

2. School personnel should affirm the student's gender identity in a manner that maintains the student's privacy and confidentiality in the school setting.

3. Parental permission is required to request that a preferred or chosen name and/or gender marker be entered into the student's Education Records in the student information system (PowerSchool).

a. School administrators should inform the student and/or Parent(s) that a change to this information will automatically update the name used when referring to the student in school-home communications.

b. School administrators should inform the student and/or Parents of which unofficial and/or official student records will or will not be impacted by a change to the student's records.

4. Each student situation should be handled according to the maturity of each individual student, while still respecting that student's rights.

- i. When a student under the age of 18 requests a gender inclusion accommodation the administration will inform the Parent.
- ii. When a student (18+ or emancipated) requests a gender inclusion accommodation it is the student's right to determine whether to inform the Parent.
- iii. Parents must be notified when there is a serious threat to the well-being of the student.
- iv. If the threat to the child's safety is due to situations at home, including the Parent, then DCFS or other authorities should be notified instead.
- v. A Parental notification is required in all instances in which their child threatens suicide or is the victim of Bullying, cyber-Bullying, hazing, or retaliation.

E. Depending on the nature of the requested accommodation, the timing of the student's transition, and/or the student's individual circumstances, complete confidentiality of the student's Transgender status or gender identity in the school environment may not be possible.

F. To protect a student's privacy, school staff should take care not to inadvertently disclose information that is intended to be kept private or that is legally protected from disclosure (such as confidential medical information).

G. The district and individual schools should collect and maintain information about students' gender only when necessary. For example, miscellaneous forms that include a line for Parents to fill in indicating their student's gender should be reviewed to see if such information is necessary or irrelevant, and if irrelevant, district and school administrators should delete the line with the gender marker request.

II. Employee Confidentiality/Privacy

A. Transgender employees have the right to discuss their gender identity or expression openly, or to keep that information private. The Transgender employee gets to decide when, with whom, and how much private information to share. Information about an employee's Transgender status (such as the sex they were assigned at birth) can constitute medical information under privacy laws like the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

B. Supervisors, human resource services department ("HRS") personnel, or coworkers should not disclose information that may reveal an employee's Transgender status or gender expansive presentation to others. This type of confidential information may only be shared with the individual's consent and only with district employees who need to know that information in order to do their jobs. Where necessary, the district may maintain records with this information, but such records should be kept confidential.

III. Student Transition Planning/Accommodations

A. A Transgender student or their Parent(s) should contact the building administrator or the students' counselor to schedule a meeting to develop a plan to address the students' particular circumstances and needs. As set forth in Section I.B., prior written parental consent is necessary before scheduling a meeting under this section.

B. Students may make requests for accommodation which include, but are not limited to, those described below in Sections IV - IX. Some accommodations requests may require prior Parent involvement and/or notification.

1. At the school level, the principal is the individual responsible for receiving and evaluating all requests for accommodation.

a. In some cases, the principal may assign an assistant principal as their designee for this process.

2. Parents seeking an accommodation for their student(s) and/or students seeking an accommodation based on the student's gender identity and/or expression may notify a school employee of the need for an accommodation.

3. Any school employee who receives a request from a student for accommodation shall inform the individual of the employee's obligation to notify the principal of the request, and then shall immediately notify the principal.

4. The principal/designee shall discuss the requested accommodations with the Parents of students in grades K-8 prior to making a decision as to whether to grant a formal accommodation.

5. The principal/designee will discuss requested accommodations with students and their Parents in grades 9-12 prior to making a decision as to whether to grant a formal accommodation.

a. School administrators will inform the requesting grade 9-12 student that the granting of a formal accommodation will be communicated to Parents upon the administrator's approval of the request, as outlined in subsection E., below.

- C.** Upon receiving the request for accommodation, the principal shall formally document the request in writing. This documentation should not be kept in the student's cumulative file.
- D.** Requests for accommodation shall be evaluated by determining the reasonableness of any given situation.
1. A student's expression of Transgender identity involves more than a casual declaration of gender identity or expression but does not require medical documentation. Since individual circumstances, needs, programs, facilities, and resources may differ; administrators and school personnel are expected to consider the needs of the individual on a case-by-case basis.
- E.** Once a principal has evaluated a request for accommodation and made a determination on whether to grant or deny the request, that decision shall be communicated both orally and in writing to the person requesting the accommodation.
1. Before any changes are made to a student's Education Record regarding a student's gender identity, the school administrator must obtain written Parental consent.
- F.** If an accommodation request is granted, the principal will take steps to ensure that the accommodation is implemented and followed. For example, if a student is granted the reasonable accommodation of being addressed with a different pronoun, the principal shall inform the student's teachers and appropriate district staff of the accommodation to be provided.
- G.** If an accommodation request is denied, the individual requesting the accommodation may follow the appeal procedures designated in Sections XVI and XVII below.

IV. Student Dress Code

- A.** Schools may enforce dress codes pursuant to board policy, district administrative procedures, and school rules. Students shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school.
- B.** In regard to the dress code during graduation, students may request an accommodation to wear the graduation clothes consistent with their gender identity and expression.
- C.** Students may make other requests for accommodation related to dress based on their gender identity and expression at any time.

V. Student Records and References

- A.** The official records of a student, such as a student's permanent record, diploma, and standardized test scores shall reflect the student's legal name and gender, which is the name and gender listed on the student's birth certificate or as changed by court order.
- B.** Students may ask for accommodations regarding their unofficial records. Written consent from the parent or notifying the parent is not required. Such requests may include:
1. changing a student's unofficial record to reflect the student's preferred name, such as in school yearbooks, on ID cards, and on daily school assignments;
 2. changing a student's unofficial record to reflect the student's preferred pronoun and identified gender; and/or
 3. addressing a student by the student's preferred name and consistent with preferred pronouns;
- School administration and teachers should encourage students to share with Parent(s) these preferences if they have not already done so.
- C.** Written Parental consent must be obtained before any changes are made to a student's education record regarding a student's gender identity.
- D.** Under FERPA, an eligible student or Parent may request that the student's Education Record be amended to correct information that is misleading, inaccurate, or in violation of the student's privacy rights. Such requests will follow the process outlined in S-2: Administrative Procedures, Student Records, Privacy Rights, and Release of Information, Section V, "Requests to Amend Student Records."
- E.** Schools must make Education Records (including Transgender Records) available to Parent(s) at the Parent's request unless a court order prevents a Parent's access to these records.

VI. Student Facilities

A. The district aims to support Transgender and gender nonconforming students by providing reasonable accommodations to Transgender and gender nonconforming students.

B. A Transgender or gender nonconforming student may request the use of a single-stall restroom or alternative Changing Room facility. To accommodate these requests, a school principal or their designee may develop a Privacy Plan. The student's Parent must be involved in the creation of any Privacy Plan.

C. ANY student may express a need or desire for increased privacy in restroom or locker room usage. The principal should provide any student who requests additional privacy with reasonable alternative arrangements.

Reasonable alternative arrangements may include:

1. the use of a private area to change;
2. the use of a single stall restroom; and/or
3. the implementation of a separate changing schedule.

VII. Student Classes and Activities

A. Students may request to be accommodated in their classes and activities if those classes and activities are segregated by sex. As a general rule, students should be permitted to participate in all classes and activities in accordance with their gender identity asserted at school.

B. Classes and activities that may involve the need for accommodations may be requested using the process described in Section III.

C. Accommodations that involve privacy concerns, such as overnight trips, will be addressed by the principal using the factors listed above in Section VI.A-E.

1. In no case should a Transgender student be denied the right to participate in an overnight field trip because of the student's Transgender status.

VIII. Student Physical Education/Intramural Sports

A. Transgender and gender nonconforming students are to be provided the same opportunities to participate in physical education as are all other students. Generally, students should be permitted to participate in physical education in accordance with the student's gender identity that is consistently asserted at school.

1. When a Transgender or Gender Nonconforming Student registers to participate in a sport consistent with their Gender Identity, the student must first get eligibility approval from the Utah School Activity Eligibility Commission (the "Commission").

B. Physical education/intramural sport activities, including the use of Privacy Spaces, may involve the need for additional accommodations that may be requested using the process described in Section III.

C. Accommodations that involve privacy concerns will be addressed by the principal using the factors listed above in Section VI.A-C.

IX. Student UHSAA Extracurricular Activities

A. Procedures in effect through June 30, 2022

1. District participation in state-wide competitive sports governed by the Utah High School Activities Association ("UHSAA") will be resolved on a case-by-case basis by applying the UHSAA policies and appeal procedures. Therefore, the district is bound by UHSAA's policies and must comply with them in order to maintain our membership status. UHSAA has established a Transgender Participation Policy that it states is "for the protection of competitive balance and the integrity of women's sports."
2. UHSAA's policies and appeals procedures, including the requirements of the district in determining a student's eligibility, are available in the UHSAA Handbook, Bylaws, Interps & Guidelines, which is linked on UHSAA's website.

3. Principals are responsible for verifying that they have followed UHSAA's criteria when submitting a roster to UHSAA, as UHSAA relies on this verification to acknowledge that the school and the principal have determined that the students listed on a gender specific sports team are eligible for participation because of their gender identity and compliance with the requirements set out by UHSAA, and that the district has determined that the expression of the student's gender identity is bona fide and not for the purpose of gaining an unfair advantage in competitive athletics.
4. Once a principal determines eligibility regarding a Transgender or gender nonconforming student, the principal shall forward that determination, along with the appropriate evidentiary documentation to the district-wide athletic director.
5. Appeals of a school principal's determination shall follow Sections XVI and XVII below.
6. The district-wide athletic director will be responsible for maintaining documentation associated with the determination in order to be able to respond to any UHSAA requests.
7. Eligibility rosters submitted to UHSAA are subject to review by UHSAA. UHSAA has uniform procedures for hearings deciding all disputes, questions, and allegations of violations of the association's eligibility rules or any other issues which relate to the activities under the jurisdiction of the association. If a person is charged with violating UHSAA policies related to eligibility, the person shall be entitled to a hearing before the association.
8. The district's determination of eligibility is not binding on UHSAA and appeals of a UHSAA's policies or decisions are conducted through UHSAA appeal procedures.

B. Unless a court of competent jurisdiction suspends the implementation of Utah Code Ann. §53G-6-902, or determines that it is unconstitutional, the following procedures will be in effect beginning July 1, 2022.

1. 1. In accordance with state law, the district must expressly designate school athletic activities and teams as one of the following, based on sex:
 - a. a. designated for students of the male sex; for purposes of this section only, sex means the biological, physical condition of being male, as determined by the individual's genetics and anatomy at birth;
 - b. b. designated for students of the female sex; for purposes of this section only, sex means the biological, physical condition of being female, as determined by the individual's genetics and anatomy at birth; c. "coed" or "mixed".
2. State law prohibits a student of the male sex from competing with a team designated for students of the female sex in an interscholastic athletic activity.
 - a. a. Notwithstanding the prohibition stated above, a student of either gender may participate with a team designated for students of the female sex in all other aspects.

X. Employee Transition Planning/Accommodations

A. Employees who transition on the job can expect the district's support. Supervisors and/or the district's compliance officer will work with each transitioning employee to ensure a successful workplace transition.

B. A Transgender/transitioning employee who would like a workplace transition plan should contact their supervisor or the district's compliance officer to develop a plan to address the employee's particular circumstances and needs.

C. Employees may make requests for accommodations which include, but are not limited to, those described in Sections XI - XIV.

1. Any supervisor who receives a request for accommodation shall inform the individual requesting the accommodation that they may also contact the district's compliance officer to assist with the development of a plan.

D. Upon receiving the request for accommodation, the supervisor or the district's compliance officer shall document

the request in writing. This documentation should not be kept in the employee's personnel file.

E. Requests for accommodation shall be evaluated by determining the reasonableness of any given situation.

1. The supervisor is responsible for receiving and evaluating all requests for non-medical accommodations. All requests for medical accommodations must be directed to HRS.
2. When evaluating the reasonableness of a request for an accommodation, supervisors are expected to consider the needs of the individual on a case-by-case basis.
3. Requests for accommodation should routinely be granted absent extraordinary circumstances.

F. Once the supervisor has evaluated a request and made a determination on whether to grant or deny the request, that decision shall be communicated both orally and in writing to the person requesting the accommodation.

G. If an accommodation request is granted, the supervisor will take steps to ensure that the accommodation is implemented and followed.

H. If an accommodation request is denied, the individual requesting the accommodation may follow the appeal procedures designated in Sections XVI and XVII below.

XI. Employee Dress Code

Department dress codes will avoid gender stereotypes and instead will require attire and grooming professionally appropriate to the work unit, address safety concerns, outline legal regulations, and promote employee visibility. Transgender and gender nonconforming employees have the right to comply with department dress codes in a manner consistent with their gender identity or gender expression.

XII. Employee Records and References

A. An employee's official records will be updated to reflect a change in name or gender upon request from the employee. Most records can be changed to reflect a person's preferred name without proof of a legal name change. However, a legal name change may be required before a person's name can be changed on certain types of records, like those relating to payroll and retirement accounts.

B. An employee has the right to be addressed by the name and pronouns corresponding to the employee's gender identity.

1. The transitioning employee, district compliance officer, and the employee's supervisor will develop a plan for the employee's preferred name and pronouns to be communicated to coworkers and others in the district community with a need to know.

C. An employee's department photographs and district identification will be updated at the transitioning employee's request, so the transitioning employee's gender identity and expression are represented accurately.

XIII. Employee Facilities

A. The district aims to support Transgender and gender nonconforming employees by providing them with reasonable accommodations.

B. A Transgender or gender nonconforming employee may not be required to use an employee locker room or restroom that conflicts with the employee's gender identity.

C. An alternative arrangement for a Transgender or gender nonconforming employee should be provided in a way that protects employees' ability to keep their Transgender status private.

D. An accommodation regarding the employee's use of facilities, including restrooms and employee locker rooms, requires that the supervisor consider numerous factors, including, but not limited to:

1. the employee's preference;
2. the employee's need or desire for increased privacy;
3. the employee's safety; and
4. the desired result of minimizing stigmatization of any employee.

E. ANY employee may express a need or desire for increased privacy in restroom or locker room usage. The supervisor should provide an employee who requests additional privacy with reasonable alternative arrangements. Reasonable alternative arrangements may include:

1. the use of a private area to change;
2. the installation of privacy stalls or curtains, if appropriate and feasible;
3. the implementation of a separate changing schedule; or
4. the use of a single stall restroom.

XIV. Sex-Specific Employment Opportunities

In the highly unlikely event that the district creates sex-specific jobs or assignments, Transgender employees will be classified and assigned in a manner consistent with their gender identity, not the sex assigned at birth.

XV. Employee Health Insurance Benefits

The district's health insurance benefits will not be denied to employees who are Transgender or gender nonconforming. These benefits include mental health services related to gender dysphoria, however there are limitations on coverage for physical transition measures.

XVI. Second Level Review

A. A Parent of a student or a student who is not satisfied with the outcome of the principal's decision, or an employee who is not satisfied with the outcome of a supervisor's decision (referred to hereafter as Appellant), may file a request for review with the compliance officer by sending a written letter to Compliance and Investigations, 588 W 3300 N, Pleasant Grove UT 84062, containing the following information:

1. Appellant's name and school/department location;
2. the Appellant's original request for accommodation;
3. the principal's/supervisor's response;
4. any other relevant information; and
5. a statement of the requested relief or corrective action.

B. Alternate methods of filing a request for review will be made available to individuals with disabilities unable to file written requests.

C. The request for review shall be made as soon as possible, but preferably not later than 60 days after the principal's/supervisor's decision.

D. Review processing:

1. Within 10 business days after receipt of the request, the second level reviewer will meet with the Appellant to discuss the request and possible resolutions.
2. The second level reviewer will review the appropriateness of any first level response and may take any additional steps deemed necessary in order to resolve the request.
3. Within 20 business days after the initial meeting, the second level reviewer will respond in writing to the Appellant explaining the district's position and, if appropriate, offer options for substantive resolution of the matter.

XVII. Final Review

A. If the Appellant is not satisfied with the decision of the second level reviewer, the decision may be appealed to the superintendent.

B. The appeal to the superintendent must be made in writing and mailed or hand delivered to the superintendent's office within 10 days of the date of the second level reviewer's decision.

C. The superintendent, or designee, will review the matter, and may, if appropriate, request additional information or documentation.

D. The superintendent, or designee, will render a decision on the appeal within 15 days of receipt of the appeal, unless a longer period of time is deemed necessary.

E. The superintendent's decision shall serve as the district's final administrative action in the matter.

XVIII. District Title IX Coordinator

A. All questions related to Discrimination, Harassment, sexual Harassment, and retaliation should be directed to the compliance officer and Title IX Coordinator, 801 785 9300

B. The compliance officer serves as a resource to the district to provide information, counselling, training, and advice regarding Discrimination, Harassment, sexual Harassment, and retaliation. Title IX grievances, including the denial to amend information related to a student or employee's Transgender status consistent with general practices for amending other student's or employee's records, shall be raised according to the G-19.A. Administrative Procedures.

XIX. Outside Reporting Procedures

A. Nothing in this policy shall prohibit an individual from filing a Discrimination or Harassment claim with the Utah Anti-Discrimination and Labor Division (UALD), 160 East 300 South, 3rd Floor, P.O. Box 146600, Salt Lake City, UT 84114-6600. An employee has a maximum of 180 calendar days from the alleged date of Discrimination to file a claim with the UALD.

B. Discrimination complaints may also be filed with the Office for Civil Rights, Region VIII, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, Colorado, 80204-3582.

COMMUNITY

Building Use	
53A-3-414	
Date Adopted/Effective: Original Charter	Date Last Reviewed/Revised: 8/18/2022

CGA believes that learning does not end when the final school bell rings and thus will make its facilities available for rent to the community. The little theater, outdoor amphitheater, dance studios, gymnasium, lunchroom, and selected classrooms are available for a variety of activities on evenings and weekends. Rental of the school building will require application and will be subject to approval by the Assistant Director. Rental fees will be approved yearly by the Board. Non-profit groups may use small portions of the school building at the consent of the Superintendent, providing that their activities do not impose additional costs to the school, proper insurance coverage is provided, and the requested space and time do not interfere with school activities. Use of funds generated from building rentals is at the discretion of the Superintendent, upon approval from the Board of Trustees.

Fundraising	Type: Required
Relevant Codes and Rules: 53A-3-414	
Date Adopted/Effective: CGA Charter	Date Last Reviewed/Revised:

All revenue producing activities at CGA, including fundraising projects, must support the school vision and educational philosophy. Students, steering committees, parents or teachers may suggest fundraising projects. However, it is important to acknowledge that fundraising at CGA is not simply about generating money. Fundraising must involve parents, students and the local community. It should provide students with opportunities to apply the academic skills they learn at school to real-life situations.

Fundraising proposals may be presented to the CGA Board at any scheduled board meeting. Proposals for fundraising projects should include a detailed plan that answers the following questions. 1. For what purpose do we need additional funds? 2. How much revenue do we intend to generate? 3. How does this fundraiser align with our school's mission statement and educational beliefs? Incoming funds and outgoing expenses must be accurately recorded and documented.

Ongoing Fundraising Programs

Enrichment Program

Although the enrichment program is not a fundraising program, some revenue will inevitably be generated. Proceeds must first be used to pay for the enrichment program materials and supplies. Remaining funds will be used to purchase classroom materials, pay for professional development opportunities for teachers, and increase teachers' salaries. The enrichment program underscores the philosophy of CGA that learning must continue outside of the classroom.

Recycling

CGA seeks to reduce its negative impact on the environment by recycling all possible waste materials. Income generated from recycling will be used to support school programs that emphasize environmental responsibility.

School Pictures

Each fall, as part of a practical learning experience, the middle school photography students will take student portraits. To emphasize CGA's commitment to the environment, the pictures will be taken on the school grounds. In addition, parents and students will be able to view their completed portraits online before payment so that waste is reduced. Image CDs with reprinting rights will be offered consistent with CGA's integrated technology philosophy. Revenue will be designated for increased technology.

Pre-School

To plan for the possibility of future state requirements for public pre-schools, CGA has included preschool classrooms in its building. A tuition based preschool program will be offered both to generate funds to pay for the additional space and to create an on-site lab in which CGA students may complete the FACS aspect of the CTE requirements. Funds will be used to pay for the loans on, leases on, or utilities cost of the facility. Surplus funds will be used to pay for the salaries of CGA teachers who work in the Preschool classroom. The pre-school will share the mission and focus of CGA. Preschool students will wear the same uniform adopted for older students. Parent involvement will be an integral part of the program.

School Store

An on-site and online school store will be maintained by CTE students in the middle grades or by after school enrichment classes. Items sold may include school sweaters, inexpensive uniform options, water bottles, school supplies, keychains, bumper stickers, hats, wristbands, and books. Revenue will provide school uniforms for students who qualify for fee waivers. Surplus funds may be used for any school program as designated by the Assistant Director.

School Fine Arts Events

CGA will hold plays, concerts, deaf plays, musicals, melodramas, etc. throughout the year. Some events may charge admission. Admissions collected will cover the costs of securing performing rights, costuming, etc. Remaining money will be used to support the school’s fine arts program, including classroom materials and teacher salaries.

Miscellaneous

Individual classes will coordinate miscellaneous small fundraisers as part of the curriculum. The proceeds will fund classroom supplies, educational materials and playground equipment. Such fundraisers may include programs provided by Campbell’s Soup Labels, Box Tops for Education, Robert’s Craft, Cream O’ Weber’s Give ‘Em Five, Target, Macey’s, Smith’s, and Albertsons. Teachers integrate the fundraisers as part of their lesson plans. For example, a 3rd grade math class may use the Box Tops for Education program to discuss the following questions: How many 10 cent box tops will it take to reach our goal? How many boxes of cereal can one family realistically eat per school year? What shape/size are box tops? What does the expiration date represent? Why does General Mills require the box tops to be trimmed? How much will it cost in postage to deliver the box tops? Does General Mills recycle the box tops after receiving them? Is there any tracking information on the box top that allows General Mills to know which type of cereal or other food was purchased? What percentage of the total price of the box of cereal does 10 cents equal? How does our school sign up for the program? How much money per year does General Mills actually give schools? Does General Mills receive any tax advantages by donating money to our school?

Utah Fits All Attendance Policy	Type: Required
Relevant Codes and Rules: 53F-6-4.	
Date Adopted/Effective: 11/2024	Date Last Reviewed/Revised: 11/2024

Utah Fits All Attendance Policy

- I. Attendance
 - A. Attendance Monitoring: The school will mark attendance daily and maintain accurate records for each student.
 - B. Intervention for Poor Attendance
 - 1. Interventions will be initiated once a student reaches 10 absences.
 - 2. The school will develop a plan to address and improve attendance, which may include meetings with parents, academic support, and counseling.
 - C. Limitations: The school cannot pursue legal actions against students or families related to truancy or compulsory education violations.
- II. Withdrawal
 - A. Notice of Withdrawal: Parents must provide at least a 30-day notice of withdrawal if the withdrawal is not at the end of the school year. Withdrawals are only accepted at the end of the semester.

- B. Refund Policy: The school will provide a prorated refund of any tuition or fees based on the date of withdrawal.

III. Expulsion

A. Definition and Policy

1. Expulsion means a student is permanently removed and is not allowed to return to the school.
2. Refund Policy: Any student who is expelled will receive a prorated tuition refund from the date of expulsion.

IV. Suspension

A. Grounds for Suspension:

1. Students may be suspended for violations of the school's code of conduct.

B. Process

1. The suspension process will be outlined in detail in the school's disciplinary procedures, ensuring fairness and due process.

V. Code of Conduct

A. Respect and Responsibility

1. Students are expected to show respect for peers, staff, and school property.
2. Students should take responsibility for their actions and behavior.

B. Academic Integrity

1. Cheating, plagiarism, and any form of academic dishonesty are prohibited.

C. Behavioral Expectations

1. Bullying, harassment, and discrimination are strictly prohibited.
2. Students must adhere to school rules regarding dress code, technology use, and classroom behavior.

D. Consequences

1. Violations of the code of conduct will result in disciplinary actions which may include warnings, detention, suspension, or expulsion depending on the severity of the offense.

VI. Legal and Financial Considerations

A. Compliance

1. This policy complies with Utah Code 53F-6-4 regarding the Utah Fits All Scholarship program.