



Salt Lake Academy High School
Policies



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1000 - Board Policies



1001 - Accreditation

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-410, Accreditation of Schools

The School recognizes the importance of providing a high quality and well-balanced educational system. Accordingly, the school director shall not:

- Fail to attain and maintain accreditation status within the timeframe established by and the accreditation program approved by the Utah State Board of Education.
- Fail to present an annual status report to the governing board.



1004 - Child Abuse Reporting

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-401, Child Abuse-Neglect Reporting by Education Personnel

The School shall provide a safe and secure environment for all students and shall comply with state regulations in reporting child abuse-neglect. Accordingly, the school director shall not:

- Fail to establish procedures for reporting suspected child abuse-neglect situations.
- Fail to train faculty and staff annually in these procedures.
- Fail to comply with state regulations regarding child abuse-neglect.
- Fail to cooperate with DCFS nor allow faculty and/or staff to fail to cooperate with DCFS.



1005 - Comprehensive Counseling and Guidance Program

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-462, Comprehensive Counseling and Guidance Program

The School recognizes the importance of a Comprehensive Counseling and Guidance Program (CCGP) and supports the development of said program. Accordingly, the school director shall not:

- Fail to establish a Comprehensive Counseling and Guidance Program.
- Fail to ensure that all students receive the required number of CCR meetings during their time at the School.
- Fail to maintain the required counselor to student ratio.
- Fail to complete the required USOE reports by the designated dates.
- Fail to use the Comprehensive Counseling and Guidance Program funds for anything other than qualifying CCGP expenses.



1006 - Constitutional Freedoms

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-105, Recognizing Constitutional Freedoms in the Schools

The School shall not fail to inform all parents of their Constitutional rights in regards to waive participation in curriculum that may be objectionable. Accordingly, the school director shall not:

- Fail to inform parents of their Constitutional rights annually.
- Fail to post the Constitutional rights on the school website.
- Fail to establish an appeals process.
- Fail to establish procedures for substitution after a waiver has been submitted.
- Fail to create procedures for reviewing and altering curriculum and/or activities that are repeatedly reported.
- Fail to provide training.
- Fail to adequately compensate employees for work done outside of their regular employment.



1007 - Data Privacy and Security

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-487, Public School Data Confidentiality and Disclosure

The School is responsible for the collection, maintenance, and transmission of student data. Accordingly, the school director shall not:

- Fail to establish procedures that ensure the collection, maintenance, and transmission of data in a secure manner and consistent with sound data collection and storage procedures.
- Fail to provide parents with a copy of the data policy.
- Fail to provide appropriate training for employees regarding the confidentiality of student performance data and personally identifiable student information.
- Fail to ensure a third party data collector meets the state requirements and inform the student's parent or guardian in writing that the student's data is collected and maintained by the third party provider.
- Fail to inform the parent or guardian of a student if there is a release of the student's personally identifiable student data due to a security breach.
- Fail to follow Federal and State Family Educational Rights and Privacy Act.



1008 - Electronic Devices on School Campus

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-495, Required Policies for Electronic Devices in Public Schools

Electronic devices are widely used in education. The School recognizes the usefulness of these devices and the necessity to regulate their use on campus. Accordingly, the school director shall not:

- Fail to develop consistent policies for students, employees, and invitees governing the use of electronic devices on school premises and at school sponsored activities.
- Fail to review and approve policies regularly.
- Fail to involve teachers, parents, students, school employees, and community members in developing these policies.
- Fail to provide copies of the policies or links to the policies on the school website.
- Fail to provide reasonable public notice and at least one public hearing or meeting to address a proposed or revised Internet safety policy and retain documentation of the policy review and adoption actions.
- Fail to define the devices covered by the policy
- Fail to prohibit the use of electronic devices in ways that bully, humiliate, harass, or intimidate school related individuals, including students, employees, and invitees.
- Fail to prohibit access by students, school employees, and invitees to inappropriate matter on the internet and World Wide Web while using school equipment, services or connectivity whether on school property or while using school-owned or issued devices. Fail to ensure students safety and security when using electronic mail, chat rooms, and other forms of electronic messaging including instant messaging.
- Fail to prohibit unauthorized access, including hacking and other unlawful activities by school electronic users.
- Fail to prohibit the use of electronics during standardized testing unless specifically allowed by statute, regulation, student IEP, or assessment directions.
- Fail to inform students that there may be administrative and criminal penalties for misuse of electronic devices. Fail to inform students that violation of the school electronic use policy may result in confiscation of the device.
- Fail to inform students that they are personally responsible for devices assigned or provided to them by the School, both for loss or damage of devices and use of devices.



1009 - Emergency Preparedness Plans

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-400, School Facility Emergency and Safety

The School shall follow Safe School and emergency regulations in accordance with state law. Accordingly, the school director shall not:

- Fail to develop a comprehensive emergency response plan.
- Fail to post the emergency response plan on the website and inform parents of the school's plan annually.
- Fail to review and update the emergency response plan at least once every 3 years.
- Fail to practice the emergency response plan during school hours annually.
- Fail to appoint a committee consisting of appropriate school and community representatives. The committee shall prepare and modify the emergency response plan.
- Fail to designate an Emergency Preparedness/Emergency Response week prior to 30 April of each school year and conduct awareness and training exercises with faculty, staff and students.
- Fail to prepare and execute evacuation procedures, should the need arise, which assure reasonable care and supervision of students until they are released to their parent/guardian.
- Fail to provide the school with carbon monoxide and smoke detectors in accordance with state regulations.



1010 - Licensed Educators

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citations: R277-110, Legislative Supplemental Salary Adjustment; R277-530, Utah Effective Educator Standards; R277-107, Educational Services Outside of Educator's Regular Employment

The School requires all licensed educators to follow the Effective Teaching Standards and Educational Leadership Standards. As such, the School shall provide competitive compensation to attract and retain a high caliber of faculty and staff. The School expects consistent attendance to provide a quality education for students and to keep the School operating efficiently. The School recognizes that school activities can occur outside of regular school hours and shall compensate educators for performing duties that fall outside of their regular employment. Accordingly, the school director shall not:

- Fail to implement and follow the Effective Teaching Standards and Educational Leadership Standards.
- Establish compensation and benefits that fail to attract and retain qualified employees.
- Violate laws and regulations relevant to compensation and benefits.
- Fail to develop and follow an employee evaluation plan.
- Fail to conduct at least two formal reviews of all licensed educators per year.
- Award salary adjustments without a satisfactory employee evaluation.
- Fail to develop procedures for proper notification of absences to supervisors.



1011 - Licensed Public Employee Arrest Reporting

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-516, Background Check Policies and Required Reports of Arrests for Licensed Educators, Volunteers, Non-licensed Employees, and Charter School Governing Board Members

The School requires all licensed educators, non-licensed employees, volunteers, any employee who drives a vehicle as an employment responsibility, and charter board members to report all arrests.

Accordingly, the school director shall not:

- Fail to post this policy on the School's website.
- Fail to require all licensed educators who are arrested for the below noted offenses to report the incident within 48 hours of the incident to the school director or designee:
 - any matters involving an alleged sex offense;
 - any matters involving an alleged drug offense;
 - any matters involving an alleged alcohol-related offense;
 - any matters involving an alleged offense against the person under Title 76, Chapter 5, Offenses Against The Person;
 - any matters involving an alleged felony offense under Title 76, Chapter 6, Offenses Against Property;
 - any matters involving an alleged crime of domestic violence under Title 77, Chapter 36, Cohabitant Abuse Procedures Act; and
 - any matters involving alleged crimes under federal law or the laws of another state comparable to the violations listed in Subsections a through
- Fail to inform the charter school board chair of a licensed educator's arrest within 48 hours of receipt of information from a licensed educator.
- Fail to allow a licensed educator to report for work following an arrest unless directed not to report for work by the employer, consistent with school policy.
- Fail to require all non-licensed employees, volunteers, any employee who drives a vehicle as an employment responsibility, and charter board members to report the following incidences to the school director:
 - convictions, including pleas in abeyance and diversion agreements;
 - any matters involving an alleged sex offense;
 - any matters involving an alleged drug offense;
 - any matters involving an alleged alcohol-related offense;



- any matters involving an alleged offense against the person under Title 76, Chapter 5, Offenses Against The Person;
- Fail to establish a timeline for a non-licensed employee, volunteer, any employee who drives a vehicle as an employment responsibility, and charter board member to report the offense.
- Fail to immediately suspend the accused non-licensed employee, volunteer, any employee who drives a vehicle as an employment responsibility, and charter board member from student supervision responsibilities for alleged sex offenses and other alleged offenses which may endanger students during the period of investigation;
- Fail to immediately suspend the accused non-licensed employee, volunteer, any employee who drives a vehicle as an employment responsibility, and charter board member from transporting students or public education vehicle operation or maintenance for alleged offenses involving alcohol or drugs during the period of investigation;
- Fail to provide adequate due process for the accused non-licensed employee, volunteer, any employee who drives a vehicle as an employment responsibility, and charter board member consistent with Section 53A-15-1506.
- Fail to develop a process to review arrest information and make employment or appointment decisions that protect both the safety of students and the confidentiality and due process rights of employees and charter school board members; as well as a timeline and procedures for maintaining records of arrests and convictions on non-licensed employees and charter school board members.
- Fail to include final administrative determinations and actions following the investigation of a non-licensed employee, volunteer, any employee who drives a vehicle as an employment responsibility, and charter board member in the records and maintain the records only as necessary to protect the safety of students and with strict requirements for protection of confidential employment information.



1012 - Non-Licensed Employees

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-532, Local Board Policies for Evaluation of Non-Licensed Public Education Employees (Classified Employees)

The school requires all employees to maintain the highest work standards and ethics. The school expects consistent attendance to provide a quality education for students and to keep the school operating efficiently. Accordingly, the school director shall not:

- Fail to conduct annual reviews with all non-licensed employees.
- Fail to provide each non-licensed employee with a thorough description of expected outcomes based on the individual's duties.
- Fail to develop procedures for proper notification of absences to supervisors.



1013 - Substitute Teachers

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-508, Employment of Substitute Teachers

The School recognizes the need for substitute teachers and will ensure qualified substitutes are hired. Accordingly, the school director shall not:

- Fail to hire qualified substitute teachers and implement a salary schedule based on training, experience, and competency.
- Fail to require a background check for all substitute teachers and, where applicable, verify through CACTUS that the substitute teacher's license has not been revoked or suspended.
- Fail to require regular teachers to have lesson plans immediately available for use by substitute teachers.



1014 - Background Checks

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-516, Background Check Policies and Required Reports of Arrests for Licensed Educators, Volunteers, Non-licensed Employees, and Charter School Governing Board Members

The school requires all licensed educators, volunteers, non-licensed employees, and charter school governing board members to submit background checks. Accordingly, the school director shall not:

- Fail to require each individual to submit to a background check as a condition of employment or board membership.
- Fail to identify an 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.
- Fail to describe the background check process necessary based on the individual's duties.

Process for Fingerprinting and Background Checks

All Salt Lake Academy employees must be fingerprinted and have cleared a background check before they begin working. New hires will need to pay the background check fee themselves and then will be reimbursed by the school upon verification by a receipt. As required by State law, current ESP employees are required to complete a fingerprint. Based on guidance from the Bureau of Criminal Identification (BCI) and Federal Bureau of Investigation (FBI), Salt Lake Academy (SLA) is required to remove previous employees from the FBI Rapback fingerprint system within five (5) days of resignation.

Classified/Miscellaneous employees who resign or who are resigned due to inactivity will be required to complete a new fingerprint, including paying the fingerprint fee, if they return to employment with SLA.

Licensed employees will need to have this done through USBE (Utah State Board of Education). When USBE has received your information and request for a background check, they will add you to CACTUS (Comprehensive Administration of Credentials for Teachers in Utah Schools); licensed employees must be on CACTUS to teach or intern at Salt Lake Academy. The following are instructions will help you get the fingerprinting process done:



1. Pick up a fingerprinting form from the high school secretary in the front office.
2. Go to the Bureau of Criminal Identification (BCI) website at <https://bci.utah.gov/>
3. Once there, click on the icon "schedule your fingerprinting appointment."
4. Then click on make an appointment. Follow the directions.

You must bring the printed Authorization Letter with you. The director will check BCI to verify all employees and keep a list of who has been approved that are non-licensed employees, such as coaches, volunteers, and custodial staff. Licensed educators will be verified through CACTUS.



1015 - School Fees

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-407, School Fees

Each student is responsible to pay all school fees that apply to them. Accordingly, the school director shall not:

- Fail to establish procedures for school fees and fee waivers.
- Fail to provide parents with a written copy of the school fee schedule.
- Fail to post the school fee schedule and fee waiver policies on the school website.
- Fail to provide copies of the fee schedules and waiver policies with all registration materials.



1016 - School Property and Equipment

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-433, Disposal of Textbooks in the Public Schools

The physical assets of the school shall not be unprotected, inadequately maintained, or unnecessarily risked. Physical assets include buildings, grounds, equipment, records, textbooks, and funds.

Accordingly, the school director shall not:

- Fail to provide insurance against theft, casualty and liability loss.
- Fail to provide reasonable security and protection of property for facilities, equipment, cash, information, and files from loss or significant damage.
- Fail to provide procedures to prohibit misuse of physical assets and to address building access and use.
- Fail to provide procedures for key distribution and restricted access.
- Fail to establish procedures regarding the reuse or disposal of textbooks, including procedures to notify other LEAs of available textbooks, and to negotiate the exchange of textbooks.



1017 - Student Attendance

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-607, Truancy Prevention

The school realizes students will succeed when they regularly, punctually attend school. Accordingly, the director shall not:

- Fail to develop truancy procedures that encourage regular, punctual attendance of students.
- Fail to review the Truancy Policy annually.
- Fail to define “approved school activity”, “excused absence”, and other definitions not provided in law necessary to implement a compulsory attendance policy.
- Fail to include criteria and procedures for preapproval of extended absences.
- Fail to establish programs and meaningful incentives which promote regular, punctual student attendance.
- Fail to notify parents of the Truancy Policy, procedures, discipline, consequences, and appeal processes.
- Fail to establish and publish procedures for students or parents to contest notices of truancy.



1018 - Student Discipline

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-608, Prohibition of Corporal Punishment in Utah's Public Schools; R277-609, Standards for LEA Discipline Plans and Emergency Safety Interventions

The School recognizes the need for consistent, school wide behavior expectations and discipline. The School prohibits the use of corporal punishment. Accordingly, the school director shall not:

- Fail to develop written standards for student behavior expectations, including school and classroom management.
- Fail to establish effective instructional practices for teaching student expectations, including self-discipline, citizenship, civic skills, and social skills.
- Fail to establish systematic methods for reinforcement of expected behaviors and uniform methods for correction of student behaviors.
- Fail to annually review the uniform methods to create data-based evaluations of efficiency and effectiveness
- Fail to implement ongoing staff development programs related to the development of student behavior expectations; effective instructional practices for teaching and reinforcing behavior expectations; effective intervention strategies; and effective strategies for evaluation of the efficiency and effectiveness of interventions.
- Fail to provide ongoing training for appropriate school personnel in crisis intervention; emergency safety intervention professional development; and school policies related to emergency safety interventions.
- Fail to develop discipline procedures related to the use and abuse of alcohol and controlled substances by students; bullying; cyber-bullying; harassment; hazing; and retaliation.
- Fail to implement procedures for the use of emergency safety interventions for all students consistent with evidence based practices including prohibition of:
 - physical restraint except when a student presents a danger of serious
 - physical harm to self or others or is destroying property;
 - prone or face-down physical restraint; supine or face-up physical restraint;
 - physical restraint that obstructs the airway of a student, or any physical restraint that adversely affects a student's primary mode of communication;
 - mechanical restraint, except those protective, stabilizing or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, including seat belts or any other safety equipment when used to secure students during transportation;



- chemical restraint, except as prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under state law;
- subject to the requirements of R277-609, seclusionary time out, except when a student presents an immediate danger of serious physical harm to self or others.
- for a student with a disability, emergency safety interventions written into a student's individualized education program (IEP), as a planned intervention, unless school personnel, the family, and the IEP team agree less restrictive means which meet circumstances described in R277-608-4 have been attempted, a FBA has been conducted, and a positive behavior intervention plan based on data analysis has been written into the plan and implemented.
- Fail to ensure that all physical restraint must be immediately terminated when student is no longer an immediate danger to self or others, or if student is in severe distress; the use of physical restraint shall be for the minimum time necessary to ensure safety and a release criteria (as outlined in School procedures) must be implemented.
- Fail to ensure that if a School employee physically restrains a student, the school or the employee must immediately notify the student's parent or guardian and school administration; and employee may not use physical restraint on a student for more than 30 minutes.
- Fail to prohibit the use of physical restraint as a means of discipline or punishment.
- Fail to implement the following procedures should an employee use seclusionary time out: use the minimum time necessary to ensure safety; use a release criteria (as outlined in School procedures); ensure that any door remains unlocked; and maintain the student within line of sight of the public education employee.
- Fail to require an employee who places a student in seclusionary time out to notify the student's parent or guardian and the School administration.
- Fail to ensure that seclusionary time out does not last longer than 30 minutes.
- Fail to prohibit the use of seclusionary time out as a means of discipline or punishment.
- Fail to include the following items in the School's discipline procedures:
 - direction for dealing with bullying and disruptive students;
 - determine the range of behaviors and establish the continuum of administrative procedures that may be used by school personnel to address the behavior of habitually disruptive students;
 - provide for identification, by position, of an individual designated to issue notices of disruptive and bullying student behavior;
 - designate to whom notices of disruptive and bullying student behavior shall be provided;



- provide for documentation of disruptive student behavior prior to referral of disruptive students to juvenile court;
- include strategies to provide for necessary adult supervision;
- require that procedures be clearly written and consistently enforced;
- include administration, instruction and support staff, students, parents, community council and other community members in procedure development, training and prevention implementation so as to create a community sense of participation, ownership, support and responsibility; and
- provide notice to employees that violation of these procedures may result in employee discipline or action.
- Fail to include procedures for dealing with gang prevention and intervention; the role of law enforcement and emergency medical services; publication of notice to parents and school employees of procedures by reasonable means.
- Fail to include in the School plan submitted annually to the USBE, the prohibition of corporal punishment consistent with the law.
- Fail to incorporate the prohibition of corporal punishment consistent with the law, appropriate sanctions, and appeal procedures for School employees disciplined under this rule.
- Fail to have in place, as part of the special education plan, procedures and criteria for using appropriate behavior reduction intervention in accordance with state and federal law.
- Fail to include direction for dealing with bullying, cyber-bullying, hazing, harassment and disruptive students. This part of the plan shall:
 - determine the range of behaviors and establish the continuum of administrative procedures that may be used by school personnel to address the behavior of habitually disruptive students;
 - provide for identification, by position(s), of individual(s) designated to issue notices of disruptive student and bullying, cyber-bullying, hazing and harassment behavior;
 - designate to whom notices shall be provided;
 - provide for documentation of disruptive student behavior prior to referral of disruptive students to juvenile court;
 - include strategies to provide for necessary adult supervision;
 - be clearly written and consistently enforced;
 - include administration, instruction and support staff, students, parents, community council and other community members in policy development, training and prevention implementation so as to create a community sense of participation, ownership, support and responsibility; and
 - provide notice to employees that violation(s) of this rule may result in employment discipline or action.



1019 - Student Enrollment

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-700, The Elementary and Secondary School General Core; R277-472, Charter School Student Enrollment and Transfers and School District Capacity Information; UCA 53A-1a-506.5, Charter School Students – Admission procedures – Transfers;

The School will enroll eligible students in all grades served. Accordingly, the school director shall not:

- Fail to develop procedures for enrollment and registration, including a lottery.
- Fail to post the procedures for student enrollment on the School website.
- Fail to review student information to ensure student eligibility.
- Allow school enrollment to fall below 80% capacity



1020 - Student Promotion and Graduation

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-700, The Elementary and Secondary School General Core

The School recognizes the importance of providing a high quality and well balanced educational system. Accordingly, the school director shall not:

- Fail to attain and maintain accreditation status within the timeframe established by and the accreditation program approved by the Utah State Board of Education.
- Fail to present an annual status report to the governing board.



1021 - Student Safety

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-613, LEA Bullying, Cyber-bullying, Hazing and Harassment Policies and Training.

The School desires to create an environment that is safe and conducive to learning. Accordingly, the school director shall not:

- Fail to make a copy of this policy available on the School website.
- Fail to provide a copy of this policy or URL to the State Superintendent of Public Instruction at the Utah State Board of Education.
- Fail to notify a parent if a student threatens to commit suicide.
- Fail to notify a parent of an incident of bullying, cyber-bullying, hazing, harassment or retaliation involving the student.
- Fail to develop procedures to provide:
 - timely parent notification by a designated and appropriate school employee;
 - the format in which notification shall be provided to parents and securely maintained by the School;
 - a retention period and destruction process for the notification; and
 - an LEA definition of parent(s) consistent with Section 53A-11-203 and this rule.
 - for student assessment of the prevalence of bullying, cyber-bullying, hazing and harassment in LEAs and schools, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.
 - strong responsive action against retaliation, including assistance to harassed students and their parents in reporting subsequent problems and new incidents.
 - that students, staff, and volunteers receive training on bullying, cyber-bullying, hazing and harassment from individuals qualified to provide such training. The LEA shall determine how often training shall be provided.
- Fail to develop training specific to overt suicide prevention training required for licensed educators consistent with Section 53A-1-603(9).
- Fail to develop procedures to complement existing safe and drug free school policies and school discipline plans.



1022 - Dropout Recovery

First Passed or Last Updated: 7/2016

Last Reviewed:

Legal Citation: R277-606, Dropout Prevention and Recovery Program The School requires eligible student dropouts to be enrolled in a dropout recovery program. Accordingly, the school director shall not fail to develop a written policy that describes:

- How the School or the School's third party provider will measure and report adequate monthly progress;
- How membership days in the dropout recovery program will be determined for the eligible student's progress in accordance with the School's established school schedule and enrollment policies; and
- Fail to indicate that the student is enrolling in the School's dropout recovery program in accordance with current UTREx specifications.



**SALT LAKE
ACADEMY**



2000 - Finance Policies



2001 - Internal Controls

First Passed or Last Updated: 6/2019

Last Reviewed:

Record Retention:

- 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 for seven years after the original entry date.
- B. The following records supporting federal contracts, as required by the U.S. Office of Management and Budget, are retained for the indicated minimum periods:
 - a. 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:
 - i. 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.
 - ii. Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.
 - b. 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. All financial records are maintained in chronological order, organized by fiscal year.
- F. Audit:
 - a. The Board of Directors contracts annually with a qualified independent certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with auditing standards generally accepted in the United States of America
- G. Physical Inventories:
 - a. The Charter School performs a physical inventory of all property in its possession or control on an annual basis. The physical inventory is reconciled to the detailed fixed asset subsidiary ledger, and differences, if any, are investigated and reconciled.
- H. Emergency Purchases:



- a. 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.



2101 - Appropriation of Classroom Supplies

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

This policy provides for the appropriate distribution of funds to classroom teachers for school supplies and designates a general timeline for the distribution.

II. Definitions

Appropriation Funds: The state funds allocated to teachers for classroom supplies and materials distributed proportionally based on grade level taught and experience of the teacher.

III. Policy

- A. Salt Lake Academy High School shall distribute funds for classroom supplies and materials in accordance with Utah Admin R277-459.
 - 1. Salt Lake Academy High School shall ensure that each eligible individual has the opportunity to receive a proportionate share of the distribution.
 - a) Salt Lake Academy High School shall distribute funds for classroom supplies ensuring each teacher receives the amount allocated in the appropriation consistent with his or her grade level taught and years of experience.
 - b) These funds shall supplement, not supplant, existing funds for classroom supplies and materials.
 - 2. Salt Lake Academy High School shall allocate sufficient funds, in addition to the appropriation, to reasonably support the need for classroom supplies for each teacher equitably.
 - a) The specific amount shall be reflected in the budget, adopted annually by Salt Lake Academy High School's Governing Board.
 - 3. If a teacher has not spent or committed to spend the state appropriated funds by April 1 of the school year in which the funds were distributed, Salt Lake Academy High School may make the excess funds available to other teachers or may reserve the money for use by eligible teachers the following year.
- B. The funds allocated for classroom supplies shall be used in compliance with Utah Admin R277-459.1.
 - 1. Teachers are encouraged to spend the funds appropriated from the state for their classroom supplies before the expiration date of April 1.



- a) The funds may accrue in anticipation of a large curriculum purchase if necessary, and teachers may pool their allocations in those particular circumstances for mutual needs.
2. Purchases made with appropriated funds or otherwise allocated funds must:
 - a) Be pre-approved by the administration; and
 - b) Be made in compliance with the school's financial policies, following the designated protocol for purchase orders and/or employee reimbursement
 - (1) Purchases made without administrative approval or otherwise outside these parameters are not guaranteed to qualify for reimbursement.
3. The supplies purchased with the appropriation funds or any other school allocated funds are the property of Salt Lake Academy High School.
 - a) Employees do not personally own materials purchased with designated public funds.
 - b) A school administrator has the authority to approve purchases outside of those specified in Utah Admin R277-459, including classroom consumable items related to general health that cannot be reused by the school (i.e., tissues, sanitizer, or anti-bacterial wipes)



2102 - Collection of Fees

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

Salt Lake Academy High School requires this policy to permit the orderly establishment of a reasonable system of fee collection.

II. Policy

- A. In the collection of school fees, Salt Lake Academy High School shall comply with Utah Admin R277-407 and State Tax Commission rules regarding the collection of state sales tax.
 - 1. 1. Wherever possible, duties such as collecting funds, maintaining documentation, preparing deposits and reconciling records should be segregated among different individuals.
- B. Salt Lake Academy High School may pursue reasonable methods to collect fees, but shall not exclude students from school or withhold official student records, including written or electronic grade reports, diplomas, or transcripts, for fees owed.
 - 1. Collection of fees shall always be done in a manner that does not stigmatize or unnecessarily identify those who are eligible for fee waivers or who owe outstanding fees.
- C. All monies paid to the school for fees, field trips, optional projects, picture books, yearbooks, workshops, etc. are to be collected in compliance with the approved fee schedule, approved financial procedures following this policy, and school guidelines by authorized personnel only.
 - 1. No funds are to be collected by unauthorized personnel, educators, or coaches unless authorized by a school administrator.
 - 2. Fees are to be collected in a manner that does not disclose student eligibility for fee waivers to staff organizing an activity.
- D. When collecting un-receipted cash, (i.e. vending machine) two people shall be present to collect and account for the monies.
 - 1. All vending machine income must be used for the benefit of students.



2103 - Fundraising

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

The purpose of this policy is to establish the conditions for permitting fundraising for Salt Lake Academy High School, and delineates the appropriate use of the monies raised from the fundraising activities. The guidelines outlined in this policy are intended to provide Salt Lake Academy High School with the ability to raise funds without pressuring students, patrons, and/or community members to support or participate in fundraising activities.

II. Definitions

A. School-Sponsored Activities- Include the following:

1. Fundraising events, clubs, camps, clinics, programs, sports, etc., or events/activities that are authorized by the school, Governing Board, or board committees, including the official parent organization or authorized curricular school clubs, activities, sports, classes or programs;
2. Any event or activity managed or supervised by school administration, staff, or volunteers;
3. Any event or activity that uses the school's facilities, equipment, or other school resources; or
4. Any event or activity that is supported by public funds, including the school's activity funds.

III. Policy

A. The Salt Lake Academy High School Governing Board delegates to school administration the responsibility of administering this policy.

B. Conditions for garnering approval of fundraisers:

1. Approved fundraisers must be aligned to the vision and mission of the school.
2. Fundraisers cannot involve door-to-door sales.
3. Students must not be compelled or pressured to sell or purchase products or services through a fundraiser.
4. Students may not be *required* to run individual fundraisers at the school.
5. The intended use of revenues resulting from the fundraiser must be declared prior to implementing the fundraiser.
6. Conflict of Interest forms must be completed when persons employed by or affiliated with the school are also involved in fundraising organizations or hold funds that will benefit the school.



- C. School-allowed groups such as the Parent-Teacher Organization, student teams, clubs or other groups may apply to school administration to hold fundraisers outside the school community pursuant to the above-mentioned conditions.
- D. Revenue raised from fundraising activities shall:
 - 1. Be compliant with established cash handling policies, and all expenses must be in accordance with established school policies and procedures;
 - 2. Comply with all fee approval and fee waiver provisions and school policies;
 - 3. Supplement school-sponsored academic and extracurricular programs; and
 - 4. Be considered public funds, including all donations to the school, regardless of whether or not such donations came from fundraising activities.
- E. Fundraising activities, or activities of outside organizations of any kind that are not school sponsored activities, must be conducted at arm's length so that revenues and expenditures are not commingled with the public funds of the school.



2104 - Procurement

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

The purpose of this policy is to establish the principles and responsibilities to be used in making purchases on behalf of Salt Lake Academy High School for goods and services.

II. Policy

A. Purchasing Principles

1. A school administrator or designee may establish purchasing principles which shall be published. The principles shall be adopted based on the following values:
 - a) All school purchases shall seek the highest quality of goods or services available.
 - b) Purchases shall consider the level of customer service provided by the vendor, or the experience of the service provider.
 - c) All school purchases of goods shall consider the provision and quality of warranties.
 - d) All school purchases of goods shall consider the availability of rebate programs from the vendor.
 - e) Exclusive contracts (requiring the purchase of needed goods or services from a single, specified seller) are not authorized except as outlined in the state procurement code.
 - f) Multi-year contracts shall comply with Utah Code § 63G-6a-1204.
 - g) All purchases of goods and services shall consider the advantage of improving the school's ability to do business with diverse vendors or providers, and the ability to engage the local community in doing business with Salt Lake Academy High School. Diversity of subcontractors and suppliers shall be considered under this value as well.
 - h) All purchasing decisions shall consider the sustainability of the purchasing choice.
 - i) All purchasing decisions shall determine whether a partnership program is available through the vendor or supplier.
 - j) Written records will be kept for all purchases, including competitive bids when applicable by law. Competitive bids will be filed in the winning bidder's vendor file;



2. All purchasing procedures shall conform to and abide by the city ordinances, state statutes, legal counsel of the school, and school affirmative action policies, including Utah Procurement Code.
3. No employee, officer or agent of the Governing Board shall participate in the selection, award, or administration of a contract or purchase of supplies, materials and equipment if a conflict of interest, real or apparent, would be involved.
4. The Governing Board's employees shall neither solicit nor accept gratuities, favors, anything of monetary value, or any other unlawful consideration under Utah Code § 63G-6a-2304.5 from contractors, potential contractors, or parties to sub-agreements.
5. Purchases that do not adhere to the school purchasing principles or made in contravention to school purchasing policies:
 - a) May not be approved;
 - b) May not be paid for by school funds; or
 - c) The school may seek reimbursement from the employee or contractor who made the purchase.

B. Purchasing Procedures

1. Salt Lake Academy High School shall establish and publish standard purchasing procedures.
 - a) These procedures will be compliant with the procedures outlined in section C.
2. A school administrator may authorize that some purchases may be allowed by using a school authorized purchase card program. School policy shall establish the rules for approved purchases for this program, and provide training to persons authorized to participate in the program.
3. Persons authorized to purchase goods and services shall use the school's established authorized vendors, if established, unless otherwise agreed to by a school administrator. Purchasers shall contact a school administrator prior to making purchases or entering requisitions to request a variance from the authorized vendor program if the purchaser wants to use another vendor.
4. Satisfactory receipt of goods and services will be confirmed, as invoices are approved by buyers, before payment is made to a vendor.

C. Required Quotes and Bidding

1. A Public Bid process described in Utah Code §63G-6a-601 et. seq. is required to be followed for any purchase exceeding \$50,000
2. Small purchases may be made without gathering any quotes if they meet the following criteria:
 - a) Each item costs less than \$1,000;



- b) The total purchase is less than \$5,000; and
 - c) The cumulative small purchases from that vendor for the year are less than \$50,000.
 3. Purchases that do not qualify under sections (A) or (B) shall solicit at least two bids with the item being purchased from the lowest bidder.
 4. Additional small purchases rules:
 - a) Attempts to divide a procurement to be eligible for the small purchases process, as described in Utah Code §63G-6a-506(8), will be punished as described in Utah Code §63G-6a-2404.3(2).
 - b) Whenever practicable, Salt Lake Academy High School shall use a rotation system or other system designed to allow for competition when using the small purchases process.
- D. Responsibility
 1. All Salt Lake Academy High School employees charged with making purchases of goods and services on behalf of the school shall follow school procedures and all applicable law and school policies for such purchases. Willful failure to do so may result in disciplinary action up to and including termination of employment.
 2. A school administrator or designee shall provide necessary training on purchasing procedures, programs and school purchasing policies and regulations to employees.
 3. All Salt Lake Academy High School employees charged with using the purchasing programs of the school shall participate in the minimum required training prior to being granted access to the purchasing programs.



2105 - Grant Writing

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

The purpose of this policy is to ensure that the proposed outcomes or goals of grant proposals submitted on behalf of Salt Lake Academy High School or its employees or officers are compliant with state law and the educational mission of the school.

II. Policy

- A. All grant applications will be approved by the school administration prior to submission to ensure that any commitments made align with the school's vision and mission and that any costs incurred to cover grant writing and/or program administration are covered either by non-restricted funds in the grant itself or are otherwise allowable within the approved school budget.
- B. Governing Board members will be informed in writing at least calendar 45 days prior to the submission of all grant applications for grants over \$10,000 in value, excluding those listed in section D.
 1. This announcement shall include:
 - a) a statement explaining how the grant aligns with the mission and vision of the school;
 - b) an explanation of how the funds will be spent; and
 - c) a plan for administering the grant and paying for any costs associated with the grant administration.
 2. Within 15 calendar days of receipt, any board member may request the issue of the grant application be placed on the next meeting agenda for discussion and approval.
- C. When applying for grants, the following practices will be followed:
 1. Grants may be sought by the school administration, the Governing Board, individual staff members, or school-approved groups;
 2. The Governing Board may appoint a specific committee or person to seek grant opportunities and draft grant applications;
 3. All grants must be aligned with the school's mission and vision;
 4. Grants should be aligned to strategic goals resulting from the board's strategic planning process, annual work plan goals, or otherwise identified needs;



5. Grants should have administration costs and burdens commensurate with the amount of funding received and the extent to which the funds received advance the school's mission and vision;
 6. All costs associated with the writing and administration of a grant must be covered by the grant or non-restricted funds.
- D. Grants that fund basic school programs, such as Federal Title grants, are exempt from section B of this policy.



2106 - Budget

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose:

This policy outlines the characteristics of and method of preparation, adoption, review, and amendment of the budget of Salt Lake Academy High School.

II. Definitions:

- A. Budget Officer: An individual selected by the Governing Board of Salt Lake Academy High School.

III. Policy

A. Annual Operating Budget

1. The governing board shall approve an annual budget for the general fund and each special revenue fund for the fiscal year July 1 to June 30, no later than June twenty-second of each year.
2. The revenues shall be those normally expected from constitutional, statutory, and regular sources and shall not include probable revenues that may arise from doubtful or contingent sources.
3. The revenues and expenditures in the budget shall be listed and classified in such manner and substance as shall be prescribed by the State Board of Education, and shall detail as nearly as possible the several items of expected revenues and expenditures.
4. No budget shall be approved where expenditures exceed the expected means of financing.
5. No budget shall be approved that results in a minimum unassigned fund balance below the thresholds outlined in Policy 2107 – Fund Balance.
6. If over the course of the fiscal year it becomes evident that revenues or expenditures will vary substantially from those budgeted, then the Governing Board shall prepare and adopt an amended budget as outlined in Subsection E.

B. Budget Preparation

1. Budgets shall be prepared on the same basis of accounting as that used in the financial statements.
2. The accounts of the Board shall be organized on the basis of funds, each of which is considered a separate accounting entity. The operations of each fund are accounted for with separate sets of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues and expenditures.



3. The presentation of the budget shall include fund balances, revenues, expenditures and other financing sources/uses. Revenues shall be budgeted by source and expenditure by function. The format shall also include the presentation of actual data from the prior fiscal year, budget data for the current fiscal year, a detailed estimate of the essential expenditures for all purposes for the next succeeding fiscal year, and the estimated financial condition of the school by funds at the close of the current fiscal year.
4. A governing board may not make an appropriation in excess of its estimated expendable revenue, including undistributed reserves, for the following fiscal year.

C. Budget Adoption

1. Before June 1 of each year, the budget officer shall prepare a tentative budget, with supporting documentation, to be submitted to the budget officer's governing board.
2. The tentative budget shall be filed with a school administrator for public inspection at least 15 days before the date of the tentative budget's proposed adoption by the governing board.
3. Prior to June 22 of each year, the Governing Board shall adopt a budget for the next fiscal year.
4. Within 30 days of adopting a budget, a governing board shall file a copy of the adopted budget with the state auditor and the State Board of Education.
5. All budgets will be sent to the finance committee for development and review prior to being presented to the full board.
6. All action necessary to adopt the budget shall be taken in open meeting with a simple majority of the Board voting in favor of the proposed resolution and/or revisions.

D. Budget Review

1. The budget shall be reviewed at monthly board meetings and such financial reports as the Board directs shall be prepared and presented to the Board by the Director of School Finance.

E. Budget Changes

1. The Governing Board authorizes a school administrator, with the guidance of the Director of School Finance, to reconcile and/or to recommend changes in the budget during the fiscal year.
2. A school administrator is authorized by the Governing Board, in his/her sole discretion, to reallocate funds within budgetary categories so long as the reallocation does not affect ten percent or more of the projected expenditure in that category.



3. Reallocations of funds exceeding ten percent of the projected expenditure in that category must be approved by the Governing Board at a duly noticed and convened meeting.
4. The Governing Board may reduce a budget appropriation at a regular meeting if notice of the proposed action is given to all governing board members and to a school administrator at least one week before the meeting.
5. If receipts from any unexpected sources are realized or receipts exceed ten percent of the expected revenues, an amended budget must be approved by the Governing Board at a duly noticed and convened meeting prior to the expenditure of those funds.
6. A school administrator shall advise the School Board in writing when:
 - a) Revenue collections plus projected revenue collections for the remainder of the year, within a fund, are failing to meet estimated annual budgeted revenues by ten percent (10%) or more;
 - b) Actual expenditures plus projected expenditures for the remainder of the year, within a fund, are exceeding the estimated budgeted expenditures by ten percent (10%) or more; or
 - c) The actual beginning fund balance, within a fund, fails to meet the estimated beginning fund balance by ten percent (10%) or more, and the fund balance is being used to fund current year expenditures.
7. Upon receipt of such notification, the finance committee shall recommend for adoption an amended budget at the next regular board meeting following a meeting of the finance committee.
8. All action necessary to revise the budget shall be taken in open meeting with a simple majority of the Board voting in favor of the proposed resolution and/or revisions.
9. In no event shall a budget amendment be adopted proposing expenditures which exceed the total estimated funds available for the fiscal year.
10. The budget officer of a governing board may not draw warrants on school district or charter school funds except in accordance with and within the limits of the budget passed by the governing board.



2107 - Fund Balance

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

The following policy has been adopted by the Governing Board in order to address the implications of Governmental Accounting Standards Board (“GASB”) Statement No. 54, Fund Balance Reporting and Governmental Fund Definitions. The policy is created in consideration of unanticipated events that could adversely affect the financial condition of Salt Lake Academy High School and jeopardize the continuation of necessary public services. This policy will ensure that Salt Lake Academy High School maintains adequate fund balances and reserves in order to:

1. Provide sufficient cash flow for daily financial needs;
2. Secure and maintain investment grade bond ratings;
3. Offset significant economic downturns or revenue shortfalls; and
4. Provide funds for unforeseen expenditures related to emergencies.

II. Definitions

- A. Fund type definitions. The following definitions will be used in reporting activity in governmental funds across Salt Lake Academy High School. Salt Lake Academy High School may or may not report all fund types in any given reporting period, based on actual circumstances and activity.
1. *The general fund* is used to account for all financial resources not accounted for and reported in another fund.
 2. *Special revenue funds* are used to account and report the proceeds of specific revenue sources that are restricted or committed to expenditure for specific purposes other than debt service or capital projects.
 3. *Debt service funds* are used to account for all financial resources restricted, committed or assigned to expenditure for principal and interest.
 4. *Capital projects funds* are used to account for all financial resources restricted, committed or assigned to expenditure for the acquisition or construction of capital assets.
 5. *Permanent funds* are used to account for resources restricted to the extent that only earnings, and not principal, may be used for purposes that support Salt Lake Academy High School’s purposes.



- B. Fund balance will be reported in governmental funds under the following categories using the definitions provided by GASB Statement No. 54:
1. *Nonspendable fund balance* includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact. Nonspendable amounts will be determined before all other classifications and consist of the following items (as applicable in any given fiscal year):
 - a) Salt Lake Academy High School will maintain a fund balance equal to the balance of any long term outstanding balances due from others (including other funds of Salt Lake Academy High School)
 - b) Salt Lake Academy High School will maintain a fund balance equal to the value of inventory balances and prepaid items (to the extent that such balances are not offset with liabilities and actually result in fund balance)
 - c) Salt Lake Academy High School will maintain a fund balance equal to the corpus (principal) of any permanent funds that are legally or contractually required to be maintained intact
 - d) Salt Lake Academy High School will maintain a fund balance equal to the balance of any land or other nonfinancial assets held for sale
 2. *Restricted fund balance* includes amounts that can be spent only for the specific purposes stipulated by the constitution, external resource providers, or through enabling legislation.
 3. *Committed fund balance* includes amounts that can be used only for the specific purposes determined by a formal action of Salt Lake Academy High School's Governing Board. A two-thirds majority vote is required to remove a commitment.
 4. *Assigned fund balance* includes amounts intended to be used by Salt Lake Academy High School for specific purposes but do not meet the criteria to be classified as restricted or committed. In governmental funds other than the general fund, assigned fund balance represents the remaining amount that is not restricted or committed.
 5. *Unassigned fund balance* includes the residual classification for Salt Lake Academy High School's general fund and includes all spendable amounts not contained in the other classifications. In other funds, the unassigned classification should be used only to report a deficit balance from overspending for specific purposes for which amounts had been restricted, committed, or assigned.

III. Policy

- A. Operational guidelines. The following guidelines address the classification and use of fund balance in governmental funds:



1. Classifying fund balance amounts – Fund balance classifications depict the nature of the net resources that are reported in a governmental fund. An individual governmental fund may include nonspendable resources and amounts that are restricted, committed, or assigned, or any combination of those classifications. The general fund may also include an unassigned amount.
 2. Encumbrance reporting – Encumbering amounts for specific purposes for which resources have already been restricted, committed or assigned should not result in separate display of encumbered amounts. Encumbered amounts for specific purposes for which amounts have not been previously restricted, committed or assigned, will be classified as committed or assigned, as appropriate, based on the definitions and criteria set forth in GASB Statement No. 54.
 3. Prioritization of fund balance use – When an expenditure is incurred for purposes for which both restricted and unrestricted (committed, assigned, or unassigned) amounts are available, it shall be the policy of Salt Lake Academy High School to consider restricted amounts to have been reduced first. When an expenditure is incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used, it shall be the policy of Salt Lake Academy High School that committed amounts would be reduced first, followed by assigned amounts and then unassigned amounts.
- B. Minimum unassigned fund balance – Salt Lake Academy High School will maintain a minimum unassigned fund balance in its General Fund that meets or exceeds the requirements outlined below. This minimum fund balance is to protect against cash flow shortfalls related to timing of projected revenue receipts and to maintain a budget stabilization commitment.
1. In the first year of operations, the minimum fund balance shall be one percent.
 2. The minimum fund balance shall increase by one percent in each of the first five years.
 3. After the fifth year of operation, the minimum fund balance shall be fixed at five percent.
- C. Replenishing deficiencies – when fund balance falls below the minimum balance, Salt Lake Academy High School will replenish shortages/deficiencies using the budget strategies and timeframes described below.
1. The following budgetary strategies shall be utilized by Salt Lake Academy High School to replenish funding deficiencies:
 - a) The school will reduce recurring expenditures to eliminate any structural deficit or,
 - b) The school will increase revenues or pursue other funding sources, or,
 - c) Some combination of the two options above.



2. Minimum fund balance deficiencies shall be replenished within one year unless deemed impractical by the Director of School Finance.
- D. Surplus fund balance – Should unassigned fund balance of the General Fund ever exceed 12%, Salt Lake Academy High School will consider such fund balance surpluses for one-time expenditures that are non recurring in nature and which will not require additional future expense outlays for maintenance, additional staffing or other recurring expenditures.
 - E. Implementation and review – Upon adoption of this policy the Governing Board authorizes the school administrator to establish any standards and procedures which may be necessary for its implementation. The school administrator will review this policy at least annually and make any recommendations for changes to the Governing Board.



2108 - Cash Management

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

To establish policy and procedure for Salt Lake Academy High School for the handling of all cash receipts, to include currency, coin, checks, ACH transactions, and credit card transactions.

II. Definitions

- A. “Public funds” are defined as money, funds, and accounts, regardless of the source from which the funds are derived, that are owned, held, or administered by the state or any of its political subdivisions, including LEAs or other public bodies.

III. Policy

- A. This policy applies to all Salt Lake Academy High School administration, licensed educators, staff, students, organizations, and individuals that handle cash receipts or accept payment in any form on behalf of the school. The scope includes all activities at the school and in all locations where public funds are collected.
- B. 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, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented.
- C. Cash Receipts
 1. All receipting of funds at the school should be done at the front office under the supervision of the financial secretary. No receipting should take place in the classroom or in unapproved off-site locations. Employees shall instruct payers to take all cash, checks, credit card transactions to the front office for receipt. Provisions should be made for cash receipting/collection at approved activities or functions. Refer to the Fundraising Policy.
 2. School employees and volunteers associated with school-sponsored activities should not open bank accounts for the receipting or expending of public funds associated with school-sponsored activities.
 3. 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.



4. If the 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 the school safe until the next business day. Cash receipts should not be taken home by employees or volunteers, or left in offices.
 5. 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.
 6. 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 by two individuals.
 7. All funds (cash, checks, credit card payments, school lunch funds, etc.) received must be receipted by student name, if possible, and recorded in the school's accounting records. A prenumbered receipt will be issued for each transaction. Passwords should be established on the accounting system computers and changed periodically.
 8. Documents should be available and should demonstrate that proper cash controls are in place (signatures for approval, tally sheets, reconciliations, etc.)
 9. Under no circumstances are disbursements to be made directly from cash receipts (i.e., for purchases, reimbursements, refunds, or to cash personal checks).
 10. Periodic and unscheduled audits or reviews should be performed for all cash activity.
 11. All activities involving cash must be supervised by a Salt Lake Academy High School employee to ensure adequate controls are in place. Training should be given to those involved in handling cash.
 12. All payment of fees shall correspond with the approved fee schedule, as required by Board Administrative Rule R277-407.
- D. Petty Cash
1. Use of petty cash and change funds must be authorized by Salt Lake Academy administration.
 2. All petty cash and change funds will be reflected on the school's accounting records and reconciled monthly.
 3. These funds should not exceed the amount designated by the LEA business office.
 4. All petty cash funds and change funds should be kept locked, in a secure location.
 5. Checks should not be made payable to "cash" or "bearer" and cashed by the school or school employees to create change funds or petty cash funds outside of the approved petty cash and change fund accounts.



6. Reimbursements to petty cash accounts will be made only when supported by receipts and approved by the director.



2109 - Financial Reporting

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

This policy outlines the required reports to be delivered to the Salt Lake Academy High School Governing Board and any authorizers or government agencies by a financial services provider, as well as the role of the Governing Board as the ultimate authority responsible for the school's financial viability.

II. Policy

- A. The Governing Board, as the final authority of budgeting, purchasing and contracting, desires complete information on all matters relating to the financial operations of the school.
- B. The Governing Board shall receive at each of its monthly meetings:
 1. Balance Sheet
 2. Income Statement including, at a minimum:
 - a) the amounts of all budget appropriations;
 - b) the disbursements from the appropriations as of the date of the report; and
 - c) the percentage of the disbursements as of the date of the report.
 3. Cash Flow Statement
 4. Check Register
- C. Within five days of providing the monthly report described in (B)(2) to the Governing Board, the business administrator or other board designee shall make a copy of the report available for public review.
- D. The Governing Board shall give close scrutiny and due consideration to each and every financial operation of the school district so that it may fully discharge its legal responsibilities in regard to school finance.
- E. The Director of School Finance shall ensure that all required financial reports, including the Annual Financial Report, the approved budget, and the audit are submitted in a timely fashion.



2110 - Gifts and Donations

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

This policy outlines the means by which Salt Lake Academy High School will accept and manage cash and non-cash gifts and donations.

II. Policy

- A. Salt Lake Academy High School is not required to accept any cash or non-cash donations.
- B. Cash donations made to the school will be handled according to cash management procedures outlined Salt Lake Academy High School's finance manual.
- C. Cash donations will become a part of the general fund unless otherwise designated by the donor.
 - 1. Donations for the purpose of compensating specific employees or positions may not be accepted.
 - 2. Donations or gifts intended to benefit a specific student, teacher or classroom may not be accepted.
- D. Non-cash donations will only be accepted if they are of legitimate use within the school.
- E. If a non-cash donation is sold at a later date, the gain or loss on the sale will be recorded in the financial statements.
- F. The value of a gift or donation to the school may not be assessed or assigned by the school; the value and tax deductibility of a donation or gift made by an individual or company is to be determined by the donor and his/her accountant.
- G. Donations requiring excessive time or cost to administer will not be accepted.
- H. Donations received by the school become public funds and may not be returned or expended except within the law as applicable to the appropriate use of public funds.



2111 - Capitalization

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

This policy sets a capitalization threshold, outlines the depreciation method, and describes the inventory method for the Salt Lake Academy High School's assets.

II. Definitions

- A. A capitalized asset: Those assets whose purchase price is not expensed at the time of purchase but instead is recorded as an asset on the balance sheet and depreciated based on its useful life.

III. Policy

- A. Salt Lake Academy High School will utilize a capitalization threshold of \$5,000. This capitalization threshold applies to all purchases that are individually greater than \$5,000, or projects which in the aggregate have a cost greater than \$5,000, and have a useful life greater than one year.
- B. The school will follow prescribed accounting guidance and work with their external auditors to determine which items qualify as capitalized assets.
- C. The school plans to depreciate all of its capitalized assets using the straight line method of depreciation.
- D. All items that qualify for capitalization will have an inventory tag placed on it.
- E. While the school is required to capitalize items that meet the capitalization threshold, the school may also track inventory amounts that are below the capitalization threshold. While these items will not be capitalized and recorded in the financial statements many of these items may still be critical to the school's operations.
 - 1. The school inventory will be tracked via internal documents.
 - 2. The school will perform a full inventory (verification of fixed assets and inventory) count on a biennial basis and will update inventory records and schedules at that time.
 - 3. Assets and inventory purchased with federal dollars shall be inventoried and maintained in compliance with federal rules and regulations.



2112 - Debt

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

This policy provides a framework for debt management.

II. Policy

- A. Salt Lake Academy High School (the “School”) will seek to avoid debt to the extent possible.
- B. The School’s plan is to only assume debt as absolutely necessary or when the benefits of a purchase will, in the judgment of the Board, benefit the School’s students for the life of such debt.
- C. The Board recognizes that the ability to take on debt will be governed by the covenants of existing indebtedness and pending indebtedness.
- D. The School’s accounting staff and board will be informed of the requirements affecting the School’s ability to incur debt. Any debt assumed by the School will therefore comply with applicable laws and any existing bond covenants.
- E. As economical or in its best interests, the School will seek refunding opportunities to either lower its debt profile, meet bond covenants or other advantageous benefits realized through a restructure of its debt.



2113 - Risk Management

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

This policy outlines the risk management plan for Salt Lake Academy High School.

II. Policy

- A. As a nonprofit corporation and public school, Salt Lake Academy High School (“SLAHS”) shall actively seek to avoid unnecessary risks to the greatest extent possible.
- B. SLAHS shall always maintain insurance at the highest amount that is either:
 1. required by law
 2. required by existing board covenants
 3. is reasonable and customary for a Utah Charter School, or
 4. is considered prudent by the SLAHS board after consulting with qualified professionals.
- C. In the event any material risk is identified by the SLAHS board or administration that is not covered by existing insurance, a qualified professional shall promptly be engaged to evaluate such risk and recommend the appropriate action.
- D. The board will work with qualified professionals to recognize and avoid risks associated with its governance of SLAHS. In particular, the board will be cognizant of financial risks that are addressed by the provisions above, compliance with applicable laws, including but not limited to the Utah Open and Public Meetings Act and the Government Records Access and Management Act.
- E. The Board will periodically review the policies that it has adopted to ensure that it has all necessary policies in place and that the policies that have been adopted comply with current law, adequately address issues at which they are aimed, and cover all areas requiring board guidance.
- F. The Board may periodically request that the administration provide evidence that Board Policies are being complied with. In the event the board learns that policies are not being complied with, it will request the administration to create a plan to remedy any deficiencies and establish procedures to ensure that the policies are complied with in the future.
- G. The administration is also directed to work with qualified professionals, including loss control representatives of SLAHS’ insurer, to recognize, manage and avoid risks associated with the operation of SLAHS.



H. In particular, the administration will be cognizant of risks associated with human resources activities, student safety and security, facility matters, and state and federal legal compliance, including civil rights issues. The administration will establish administrative procedures in order to address key issues pertaining to SLAHS' operations and will ensure that all SLAHS employees and, to the extent necessary, students and parents, are aware of such procedures. The administration will periodically review and revise administrative procedures in order to ensure that they adequately address the pertinent issues and are consistent with SLAHS' situation and needs.



2114 - Investments

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

This policy outlines the laws, rules, and requirements associated with the investment of public dollars by the school. The school plans to comply with all state laws related to investment and to guarantee that investments meet certain primary criteria. This policy applies to all investments of surplus funds of the school, regardless of the fund accounts in which they are maintained.

II. Policy

- A. The director of the school, or their designee, will be designated as the investment officer for the school.
 - 1. The investment officer is responsible for investment decisions and activities under the direction of the Board.
 - 2. The investment officer shall operate the school investment program consistent with this policy.
 - 3. While the investment officer may delegate certain duties to a designee or designees, the investment officer shall remain responsible for the operation of the program.
- B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust, and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program.
- C. The investment officer shall exercise the degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion, and intelligence would exercise in the judgment of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets.
- D. The Board shall authorize the investment officer to invest any surplus funds in accordance with relevant statute.
 - 1. Surplus funds are those that, in the determination of the investment advisor, are in excess of the immediate cash needs of the school.
- E. The funds of the school shall be deposited or invested in accordance with any applicable state or federal law or administrative rule.



- F. The primary criteria for the investment of the funds of Salt Lake Academy High School, in priority order, are as follows:
1. Safety and Security. Safety of principal is the first priority. The investments of Salt Lake Academy High School shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
 2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.
 3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.
- G. The investment officer shall invest funds according to the following practices:
1. Limitations on instruments, diversification, and maturity scheduling will depend on whether the funds being invested are considered short-term or long-term funds.
 - a) All funds will normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide finance-related managerial flexibility for future fiscal years.
 2. The school will diversify its investments to avoid incurring unreasonable risks inherent in overinvesting in specific instruments, individual financial institutions, or maturities.
 3. Investment maturities will be scheduled to coincide with projected school cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues.
 4. Maturities for short-term and long-term investments will be timed according to anticipated need.
 5. Within the parameters of this section, portfolio maturities will be staggered to avoid undue concentration of assets and a specific maturity sector.
 6. The maturities selected will provide for stability of income and reasonable liquidity.
- H. The interest earned on any investments shall be credited to the fund from which the investment was acquired, or it may be applied to the payment of the principal and interest of the outstanding bonded indebtedness of that fund.
- I. All investment securities purchased by the school will be held in third-party safekeeping by an institution designated as custodial agent.
1. The custodial agent may be any federal reserve bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a



primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York.

2. Deposit-type securities will be collateralized as required.



2115 - Disposal of Surplus Goods

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

The purpose of this policy is to see that the school and its departments are provided with furniture, equipment and textbooks which are functional, up-to-date, and in usable condition. The intent is also to assure the highest utilization possible of all items purchased with public funds.

II. Policy

This policy shall be administered according to the following policy provisions:

- A. The school's administration may declare property owned by the school to be surplus by making a written determination that the property:
 - 1. Is excess property that is no longer being used;
 - 2. Has exceeded its useful life;
 - 3. Is no longer usable;
 - 4. Is damaged and cannot be repaired;
 - 5. Is damaged and cannot be repaired at a cost that is less than the property's value;or
 - 6. Is no longer required to meet the school's needs or responsibilities.
- B. The school's administration shall determine decisions regarding:
 - 1. The transfer of school surplus property from one location to another;
 - 2. Purchasing priorities;
 - 3. Changes in accounting, reimbursement, and payment procedures;
 - 4. Procedures for collecting bad debts;
 - 5. Procedures governing the timing and location of public sales of school surplus property; and
 - 6. Procedures governing the disposition of information technology equipment.
- C. Motor Vehicles
 - 1. Motor vehicles which have been declared surplus shall be sold by bid, public auction, or used as a trade-in toward a replacement vehicle.
 - 2. Motor vehicles that are estimated to have little to no resale value due to parts being removed to use on other school-owned vehicles of similar type and function, may be:



3. Donated to another governmental agency within the state of Utah to conduct trainings or exercises as deemed appropriate; or
4. Sold for scrap metal.
5. The bidding procedures shall follow the guidelines outlined in policy **2104 - Procurement**.
6. School-owned vehicles available for surplus may not have any ancillary or component parts or equipment removed, destroyed, or detached from the vehicle prior to the sale without approval of the administration, unless:
 - a) The ancillary or component parts or equipment will be used on other school-owned vehicles;
 - b) The department or school in possession of the vehicle intends to transfer the ancillary or component parts or equipment to another vehicle within the school; or
 - c) The school or department has obtained prior approval from the director to remove ancillary or component parts or equipment from the vehicle intended for surplus.

D. Furniture and Equipment

1. School-owned property shall not be destroyed, sold, transferred, traded-in, traded, discarded, donated or otherwise disposed of unless in compliance with the policy **2104 - Procurement**, potential repurposing of property to school needs are explored and exhausted, *and* director approval has been granted.
2. When a school or department determines that school-owned property is in excess to current needs, it will:
 - a) Use as a trade-in on a replacement item.
 - b) Transfer directly to another department.
 - c) Resale or transfer to another governmental agency through negotiated agreements approved by the director.
 - d) Notify the director in writing that the school or department has surplus property.
3. Only those items which cannot be used within the school, resold, or given away shall be disposed of according to school guidelines.

E. Textbooks

1. The school will follow [Utah Code 53G-7-602](#), when determining when textbooks are no longer needed by the school.
2. Textbooks which are in usable condition shall be made available to all other departments and faculty according to the following methods:
 - a) A list of available textbooks shall be circulated to all employees;
 - b) Any other means the administration can make available to other departments or staff;



- c) Employees and department leads may request available textbooks on a first come, first served basis.
 3. Textbooks, which are in such deplorable condition that they are unusable or which cannot be transferred, resold, or given away, shall be stamped "discarded" and destroyed.
- F. Depreciation:
1. The school capitalizes all fixed assets when acquired, and records the historical cost of these items in the general ledger.
 2. In accordance with generally accepted accounting principles as they relate to special purpose business-type activity, government entities, under GASB 34, depreciation expense must be recorded in the general ledger.
 3. The school will use the straight-line method of depreciation over the assets useful life as determined as follow:
 - a) Computers 3 years
 - b) Office Equipment 5 years
 - c) Office Furniture 7 years
 - d) Leasehold Improvements Useful life or life of lease, whichever is less
 - e) Building Improvements 20 years
 - f) Building 40 years



2601 - Compensation and Benefits

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024 – Redline under review to ensure accuracy of practice with previously outdated policy.

I. Purpose

The purpose of this policy is to establish clear procedures and expectations for the school's compensation and benefits provided to employees.

II. Policy

- A. The school's compensation and benefits packages shall be annually reviewed by the director of the school. When changes to any employee benefits are determined affordable, and probable to benefit in the recruitment of talent or improve the overall compensation of employees, the director shall present plans to the board of directors and update current policies upon approval.

III. Accrued Teachers' Salary/ Health Insurance:

- A. The portion of any teachers' salaries and health insurance 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.
- B. Health Insurance:
 - 1. Salt Lake Academy High School will provide benefits such as health, dental, and vision insurance for their employees. The amount of premium that will be paid by Salt Lake Academy High School towards employees, their spouse and dependents will be evaluated each year to ensure the school remains competitive with other local school districts in the area.

IV. Retirement:

- A. Employees will be given the opportunity to participate in a 401K. The amount put into an employee's 401K by Salt Lake Academy High School will be evaluated each year to insure the school remains competitive with other local school districts in the area. There is no tenure required to be vested in a 401K at Salt Lake Academy High School. Once funds are transferred into an employee's 401K they belong to the employee and no penalty will be assessed by the school if the employee or Salt Lake Academy High School chooses to terminate their employment.

V. Salary

- A. Salary for employees at Salt Lake Academy High School will be evaluated each year to ensure the school remains competitive with other local school districts in the area. To



receive a salary adjustment an employee must receive a 3 or a 4 in employee evaluation for the previous year that the salary adjustment would take place.

1. See policies **3005 & 3006 - Evaluation ...** for specifics.

B. Educator salary adjustments appropriated by the legislature will comply with all laws associated with Policy R277-110.

VI. PTO

- A. PTO days will be given to employees at the start of their twelve- (12-) month contract.
- B. Employees whose start date falls after the start date the contract for their position typically begins may receive a prorated deduction in total days for the year based on the portion of days their contract has been reduced for their first year on payroll.
- C. Paid, personal leave may not be approved if requested during blackout dates set by the director.
- D. Further details regarding PTO will be found in policy **3101 - Sick and Paid Leave**.



2602 - Time and Effort

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

This policy is an outline of documentation requirements for wages paid for using monies from federal grants.

II. Policy

A. Required documentation:

1. Time and effort must be collected for all employees whose salaries are:
 - a) Paid in whole or in part with federal funds.
 - b) Used to meet a federal match/cost share requirement, even if the match is NOT paid with federal funds.
2. Any employee funded by federal grants must maintain documentation showing that their time is allocable to a federal program.
3. Documentation must be based on records that accurately reflect the work performed.
4. The collection of time and effort of contractors or contracted work is excluded from this requirement.

B. Standards for documentation:

1. Time and effort records **MUST**:
 - a) Be supported by a system of internal controls which provides reasonable assurance that charges are accurate, allowable and allocable;
 - b) Be incorporated into official records;
 - c) Reasonably reflect all activity for which the employee is compensated;
 - d) Encompass all activities, both federal and non-federal;
 - e) Comply with established accounting policies and practices; and
 - f) Support distribution among specific activities or cost objectives.



2603 - Time Keeping

First Passed or Last Updated: 6/2019

Last Reviewed:

I. Purpose:

To ensure that payment for salaries and wages is made in accordance with documented time records.

II. Major Controls

A. Timekeeping Policies

1. Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Sheet

1. Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Reviews

1. The School personnel monitor the overall integrity of timekeeping.

D. Internal Accounting Controls

1. Reconciliation of hours charged on time sheets to attendance records.

III. Procedures

A. Time Sheet Preparation

1. Hourly and salary employees prepare time sheets on a monthly basis.
2. In preparing time sheets, employees:
 - a) Enter hours in ink and sign the completed timekeeping record
 - b) Make all corrections in ink by crossing out the error and initialing the change.
 - c) Submit the completed time sheet to the Administrative Assistant or Receptionist.

B. Approval and Collection of Time Sheets

1. Each employee's time sheet is collected by the Administrative Assistant or Office Manager on a monthly basis, which ensures all the timesheets are submitted in a timely manner. The Administrative Assistant or Office Manager forwards the timesheets to the school director who reviews and approves them.
2. Authorized timesheets are collected by the Administrative Assistant or Receptionist and forwarded to the director.



2604 - TSSA Framework

First Passed or Last Updated: 7/2018

Last Reviewed:

I. Purpose

The purpose of this policy is to establish a framework pursuant to UCA 538-7-1304 and the Teacher and Student Success Act, within which school administration may develop a Teacher and Student Success Plan ("Plan"). Upon approval from the Board, the Plan will become the school's' Teacher and Student Success Plan.

II. Policy

- A. The school plan's goal shall be to improve school performance or student academic achievement and may contain any number of the following strategies:
 1. personnel stipends for taking on additional responsibility outside of a typical work assignment;
 2. increases in teachers pay and benefits
 3. professional learning/development
 4. additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
 5. technology;
 6. before- or after-school programs;
 7. summer school programs;
 8. community support programs or partnerships;
 9. early childhood education;
 10. class size reduction strategies;
 11. augmentation of existing programs; or
 12. any other strategy reasonably designed to improve school performance or student academic achievement.
- B. Funding received pursuant to the school plan may not be used:
 1. to supplant funding for existing education programs;
 2. for board or school-wide administration costs;
 3. for capital expenditures.



2605 - Maintenance of Effort

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

The US Federal Government outlines specific requirements for budgeting and expenditures for students with special needs. The adoption and maintenance of this policy has been implemented to comply with these requirements.

II. Policy

All Special Education policies, including those related to finances, human resources, etc. will be maintained in the Salt Lake Academy Charter School Special Education Policies and Procedures Manual, as found in policy **5900 - Special Education Policies**.





**SALT LAKE
ACADEMY**

3000 - Employee Policies



3001 - Supervision of Employees

First Passed or Last Updated: 7/2016

Last Reviewed: 7/2024 7/2024

Supervision of employees at Salt Lake Academy High School is broken down in the following manner:

- I. The Director
 - A. Principal - Administrative Lead over Operations
 - Food preparation staff or services
 - Maintenance staff or services
 - Technology staff or services
 - Transportation staff or services
 - Extracurricular programs, coaches, and directors
 - B. Principal - Administrative Lead over Academics
 - Dean of Students
 - Instructional Staff
 - Registrar
 - Counselors
 - All licensed and non-licensed staff directly involved with student's education.
 - C. Special Education Director
 - Any staff whose primary role is to provide services under the special education program.



3002 - Staffing of Personnel

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

Recognizing the importance in careful staffing of schools, Salt Lake Academy High School implements the following to ensure the identification and selection of competent personnel.

II. Administrative Policy

- A. Since the success of the educational program is directly dependent upon the personnel who staff the school, efforts shall be made to recruit, select, assign, and retain competent persons.
 1. Staff members hired shall be properly licensed and qualified to assume appointments.
 2. The administration shall retain staff balance throughout the school. Each department shall have strong leadership and experienced teachers as possible, and necessary coaching or training when less experienced staff is hired.
 3. The administration shall make periodic reports of staff appointments to the Board.
- B. The administration shall use a cooperative approach in the staffing of the school. This approach will involve multiple administrators and instructional staff members in the process of determining staff appointments. Primary responsibility for the recruiting, screening, recommending, and transferring of staff is delegated to the director of the school. He/she shall be responsible for the initiation of detailed staffing procedures. Other administrators shall cooperate with the director in making staff decisions, and lead screening and recruiting tasks as assigned.
- C. Requests and Preliminary Data
 1. The school principals shall prepare preliminary reports indicating anticipated staff needs for the succeeding year. These reports shall be prepared in accordance with the projected enrollment and pupil-teacher ratios established by the administration.
 2. Instructional directors, consultants, and coordinators shall consult with the principals and division administrators as information about personnel is required. Upon request, they will also assist in the recruiting and screening of candidates for employment.



3. The Director, or the principal(s) he or she assigns to lead in filling a role, shall conduct necessary interviews in screening and determining qualifications of applicants. He/she shall be assisted by the personnel staffing specialist.

D. Recommendations

1. Instructional directors, consultants, and coordinators shall assist with the identification of successful grade-level or department leaders and advise the director concerning the transfer and placement of personnel.
2. Principals and department leaders shall make recommendations pertaining to the appointment of grade-level or department leaders and other personnel.

E. Decisions

1. The director shall confer with principals in preparing proposed lists of transfers and appointments.
2. The director shall review and approve the proposed lists of transfers and appointments with the appropriate area administrator.
3. The administrators shall review and approve appointments, act as an arbitrator as problems of staff selection develop, and coordinate with the director as issues arise.
4. The director shall review the efficacy of staffing appointments periodically.
5. The director, or the administrator assigned by the director to do so, shall coordinate the announcements of approved appointments and notify the personnel concerned.



3003 - Staff Placement and Promotion; Licensed Personnel

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

The purpose of this policy is to ensure that assignments and promotions are consistently reasoned and beneficial to the improvement of the school.

II. Policy

- A. The placement and promotion of staff shall be done in cooperation with the director, administration, and/or the immediate supervisor of the role to be filled.
- B. Considerations for Placement of Personnel
 1. Assignments of teachers shall take into consideration the best interests of the students, teachers, team, department, and school without undue personal bias.
 2. Licensed personnel shall be notified of school placement and grade and subject assignments as early as possible.
 3. As far as possible, teachers shall be assigned within the field of their training and experience.
 4. The school administrator shall involve the staff in teacher placement to the degree he/she feels is appropriate and without abrogating his/her responsibility.
 5. Employee requests for specific assignments shall be given consideration; however, the final decision is made by the principal or administrator.



3005 - Evaluation, Continued Employment, and Termination of Classified Employees

First Passed or Last Updated: 7/2024
Last Reviewed: 7/2024

I. Purpose

The purpose of this policy is to ensure each classified employee's performance is evaluated regularly to encourage improvement in the staff's efficacy in their assigned roles. "Classified employees" includes, but is not limited to, any: non-licensed and/or non-instructional personnel including but not limited to custodial and maintenance staff, administrative assistants and reception, coaching personnel, food and nutrition staff, etc.

II. Policy

A. The following provisions shall be used for administering the evaluation policy:

1. The purposes of the evaluation are:
 - a) to assess and improve the personal and professional growth of each employee and thus insure a higher quality of service, and
 - b) to provide a basis for necessary administrative decisions.
2. Evaluation is an ongoing process. Suggestions and constructive criticism should take place whenever the need arises. Written evaluation forms shall be completed for all first year, classified staff prior to the end of each six-month period of the first year. Beyond the first year of employment, classified employees shall be evaluated annually, or more often if deemed necessary by the immediate supervisor.
3. An essential part of the evaluation is a conference between each employee and their immediate supervisor. The purpose of the conference is to review areas of commendation or areas of concern and suggest goals for improvement. Following the conference, each party shall sign the evaluation form indicating that a conference had been held and the evaluation form had been reviewed. Signing the form does not necessarily indicate agreement.
4. Signed evaluation forms shall be retained in the employee's personnel file for the duration of their employment with Salt Lake Academy. The most recent performance evaluation data shall be reviewed by the immediate supervisor prior to subsequent evaluations to inform the supervisor in providing apt feedback and ensure continual professional growth.
5. If the school intends to terminate a contract during its term or discontinue an employee's contract beyond the current school year for reasons of unsatisfactory



performance, the unsatisfactory performance must be documented officially in the written, signed evaluation form.

- a) Performance reviews of varying degrees of unsatisfactory results may permit 1-3 review periods during which an employee is given the opportunity to demonstrate growth prior to considering the review(s) grounds for termination.
 - (1) A review period lasts no longer than six (6) months maximum for first year employees or twelve (12) months for employees beyond their first year at the school, but more frequent review periods may be constructed by the employee's supervisor. The length of time an employee is given to improve depends on the severity of negative impact the performance concern has on the learning and/or workplace environment.
 - b) If a performance review brings to light employee behaviors or practices that are not in compliance with school, board, or state policy, or the law, there may be grounds for termination without the need for a grace period.
6. Expunging items from records of education support professionals
- a) Employees may request to have a memorandum expunged from their individual employee files under the following conditions:
 - (1) Five (5) or more years have elapsed since the memorandum was placed in the file.
 - (2) The employee's work performance has been satisfactory from the time the memorandum was placed in the file.
 - (3) The employee's immediate supervisor and administrator agree to the expungement.
 - b) Evaluation reports and other items which are part of the permanent employee record shall not be expunged.
 - c) Probation reports and negative evaluations older than five (5) years with no repeat violation shall not be considered in employee eligibility for promotion or transfer.



3006 - Evaluation of Licensed Employees

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

The purpose of this policy is to establish an evaluation program that is aligned to the Utah Effective Educator Standards (including the Utah Effective Teaching Standards for licensed personnel) and that complies with Salt Lake Academy High School policy and state law. (See [Utah Code Title 53 -Chapter 8a Part 4](#), [State Rule R277-530](#), [State Rule R277-531](#) and [State Rule R277-533](#).)

II. Policy

All licensed personnel to participate in the evaluation program for the following purposes:

- A. To promote the professional growth and development of educators.
- B. To recognize and encourage the use of effective teaching behaviors which contribute to student progress.
- C. To identify teachers according to their abilities, with the performance expectation that educators strive to receive an effective or highly effective rating.
- D. To identify instructional or professional weaknesses and assist in providing coaching or rehabilitation in educators' efforts to receive effective or highly effective ratings.
- E. To provide a basis for decisions affecting employment.

The evaluation program for licensed personnel shall be administered according to the following provisions:

III. Definitions

- A. "Contract days" or "in-service days" means the days the educator being evaluated is under contract to work.
- B. "Career educator" means a licensed employee entitled to rely upon continued employment under the policies of the school.
- C. "Provisional educator" means any educator employed by the school who has not achieved status as a career educator, other than a Temporary employee.
- D. "Probationary educator" means any educator employed by the school who has been advised that his/ her performance is inadequate.



- E. "Temporary employee" means an individual who is employed by the school on a temporary basis. Temporary employees include but are not necessarily limited to the following: substitute teachers, employees hired under contracts for one (1) year only or for less than one (1) year; employees whose positions are funded by grants and/or yearly allocated state or federal monies; and employees whose positions are authorized for no more than twelve (12) months.
 - F. "Specialized subgroup" means those educators who work in a non-classroom setting such as school psychologists, counselors, teacher specialists, nurses, mental health specialists.
 - G. "Stakeholder input" is input from parents and students collected by appropriate data gathering methods and represents quality practice.
 - H. A "summative evaluation" means evaluations that are used to make annual decisions or ratings of educator performance and may inform decisions on salary and employment.
 - I. A "formative evaluation" is an evaluation that provides educators with information and assessments on how to improve their performance.
 - J. "Other lines of evidence" used for evaluation may include but are not limited to documented concerns or positive written communications from parents, students or colleagues, documented deficiencies in work habits, and/or awards and recognitions for outstanding teaching performance.
 - K. An "Accountability Partner" is a peer educator assigned by the immediate supervisor to collaborate with a fellow educator in the school and grow in the teaching profession. All SLAHS educators work in Accountability Partnerships, and provisional educators will be paired with veterans of the building.
 - L. A "level of performance" means upon the completion of a summative evaluation, the educator will receive a rating of one-to-four (1-4) which represents the following: 4 - highly effective, 3 - effective, 2 - emerging/minimally effective, or 1 - not effective.
- IV. The school uses a combination of Cognia's "eleot" observation tool, accountability partners, and administrative notes regarding observations and conferences in collaboration with the employee, and the director's final ratings in conference with the employee after reviewing aforementioned data.
- A. Each licensed employee shall be evaluated by the director once, summatively, each spring semester, and formatively evaluated, at least one other time prior to the summative evaluation. A principal shall formatively evaluate and observe each licensed employee continually throughout the year, and conference with each employee at least four (4) times each semester. Provisional employees will receive additional support from assigned accountability partners.
 - B. The director, principals, or other licensed evaluator(s) shall review the purposes and procedures of the evaluation program with all licensed educators at least once each



contract year, and each licensed educator shall receive ongoing, informal coaching regarding their performance in evaluation criteria.

- V. Evaluation frequency
- A. Career educators shall be evaluated annually.
 - B. Provisional educators that receive a level of performance that is in the “Effective, Minimally Effective, or Not Effective,” range on the first evaluation cycle, or are projecting to do so upon first formative evaluation with the director, will be evaluated at least twice during the following contract year, if renewed.
 - C. Probationary educators shall be evaluated when necessary but not fewer than twice each contract year.
- VI. Classroom observations and formative evaluations performed by the principal will be discussed in follow-up conferences with each employee.
- A. Unscheduled, informal observations will be conducted throughout each semester.
 - B. Principals will seek evidence of success in any and all criteria by which summative evaluations will determine employee performance.
 1. In follow-up conferences, principals will clarify any questions about criteria as well as areas in which employees may need additional work to demonstrate competency, or in which the principal has been unable to observe skills related to any criteria in order to fully prepare employees for fair, informed evaluation.
 - C. Additional evaluations shall be scheduled for employees whose score is in the level of performance of the "Not Effective" range, or trending to end up in said range.
 1. Employees whose total score remains in the level of performance of the "Not Effective" range on the subsequent evaluations or whose goals to improve weaknesses in observational or evaluation scores may be subject to the provisions of policies **3007 - Career Educators, Provisional, and Probationary Statuses for Licensed Employees**, and **3008 - Orderly Termination Procedures**.
 - a) Career educators whose total score improves to the level of performance of the "Minimally Effective, Effective, or Highly Effective" range on the second evaluation have met the evaluation requirements.
 - b) Career educators whose total score remains in the level of performance of the "Not Effective" range on the second evaluation shall be placed on probation in accordance with policy **3007 - Career Educators, Provisional, and Probationary Statuses for Licensed Employees**, given access to resources to help improve performance, allowed a time determined by the director in a conference regarding the evaluation, and then a third evaluation shall begin. The educator shall be notified that continued employment with the school is in question. The plan for improvement developed during the professional development meeting will



serve as the plan required in policy **3008 - Orderly Termination Procedures**.

- c) Career educators whose total score remains in the level of performance in the "Not Effective" range on the third evaluation shall be subject to the provisions of policy **3008 - Orderly Termination Procedures**.
- D. Educators whose total score is in the level of performance of "Not Effective" may not advance on the adopted salary schedule
 - 1. When compensation is withheld, both the educator and the principal, or immediate supervisor, will sign verifying documentation.
- E. Right to review and appeal
 - 1. Educators have fifteen (15) calendar days following the completion of the evaluation process to request a review of the evaluation findings.
 - 2. Educators have the right to appeal decisions or implementations based on evaluations under policy **6110 - Formal Complaints**.
- F. Evaluation records will be open only to the subject of the record and authorized supervisors or agencies. These shall be retained for the duration of any person's employment with the school.
- G. Nothing in this policy shall prevent the school from taking appropriate disciplinary action for cause as provided for by Utah law, the Utah Code, Utah Administrative Rule, or policy **3008 - Orderly Termination Procedures**.



3007 - Career Educators, Provisional, and Probationary Statuses for Licensed Personnel

First Passed or Last Updated: 7/2024
Last Reviewed:

I. Purpose

The purpose of this policy is to provide practices and procedures to hire licensed employees on a provisional basis until they have proven themselves through satisfactory service for a designated period of time. The Board delegates to the administration the responsibility for implementing policy for provisional and probationary licensed personnel and overseeing the probationary period.

II. Policy

Provisional employees are to be assigned in their major or minor fields and in areas where they have proper certification. Provisional employees may be given contract status upon recommendation of the director or designee when all of the provisional status requirements are met. An employee whose performance is substandard may be placed on probation in accordance with established policy

Provisional and probationary status shall be administered according to the following administrative policy provisions:

A. Career Educators

1. A career educator is a licensed employee who holds a position requiring a valid certificate issued by the State board of Education and is not considered Probationary or Provisional Licensed Personnel. Career educators have expectations of continued employment and may only be terminated for cause, declining enrollment, or reduction in funding.

B. Provisional Status

1. Licensed employees who begin service with the school after August 1, 2024, with no previous experience shall be considered provisional employees for a period of one-to-two (1-2) years.
2. Provisional employees will be recommended for regular contract status after they have successfully completed their provisional status, provided they meet the criteria outlined in policy **3006 - Evaluation of Licensed Personnel**.
3. Newly employed teachers with two (2) or more years of satisfactory experience in another district or charter will be required to serve one (1) year as a provisional teacher provided they are hired within two (2) years of their previous teaching



experience and successfully meet the criteria outlined in policy **3006 - Evaluation of Licensed Personnel.**

4. Continued employment during provisional status shall be contingent upon successful performance.
5. New educators to the school will take part in our Accountability Partner program, wherein employees work with a peer throughout the year to ensure continual reflection and growth. New employees will be partnered with veteran employees so they have an experienced resource available in meeting the requirements for promotion from provisional status.
6. The status of a Licensed Provisional Employee may be extended for up to five (5) years in unusual or exceptional circumstances, should the director so choose.

C. Provisional Service

1. SLAHS employees who successfully meet expected progress toward their provisional requirements will be offered continued provisional employment.
2. SLAHS employees who successfully complete all provisional criteria may be granted Career Educator status at any point, if the director determines their performance and evaluation results are satisfactory and placement of the employee would contribute toward the success of the school's mission and vision.
3. SLAHS provisional employees will be required to demonstrate competency and progress in evaluative conferences with the director once each semester throughout their time under provisional status. The conferences will take into consideration observational data from administrators, progress and performance data provided by the provisional employee's mentor teacher, and any evidence of growth and development in areas the director previously requested, provided by the employee.
4. Employees taking approved leave prior to completion of provisional status will receive credit for the provisional time served prior to the time the leave is granted.
5. Former employee(s) and retirees who have been rehired following an absence of three (3) years or less must serve one (1) year as successful provisional employee(s) before regaining contract status.
6. Former employees who have been rehired following an absence of more than three (3) years must serve two (2) years as successful provisional employees before regaining career educator status.

D. Information found online

1. Provisional employees shall have access to information which includes:
 - a) A statement of the objectives, aims and philosophy of education of the school system.
 - b) School procedures and personnel policies.



- c) Criteria for evaluating employees.
- d) A statement indicating the sources of supervisory help.

E. Evaluation

1. Summative evaluations shall be prepared on each employee before the end of each school year.
2. The written evaluation is to be discussed and signed by both the employee and the director.
3. Informal observations and conferences will be conducted by both the employee and administrators throughout the school year to aid in the construction of a successful summative evaluation at the end of the year.
4. One formal conference will be held by the employee and the director before the end of the first school semester to provide clarity in identifying tasks or practices the employee must still complete or improve in the remaining semester to achieve success in their final, summative evaluation.

F. Probation

1. Career educators may be placed on probation at any time by the director or the employee's immediate supervisor with approval from the director.
2. A conference with the employee must be held to explain the reason(s) for probation. Following the conference, a written notice of the action must be signed by the director, a copy provided for the employee, and a copy placed in his/her file.
3. When an employee is taken off probation as a result of improved performance, written notification will be provided to the employee and a copy placed in his/her personnel file.
 - a) Employees taken off probation are considered in full standing with the school. Their previous probation is not to be a factor in determining placement or contract renewal, and they are considered Career Educators.
4. When performance does not meet the required objectives within the established time limits, the employee may be terminated in accordance with policy **3008 - Orderly Termination Procedures; Licensed Personnel.**



3008 - Orderly Termination Procedures

First Passed or Last Updated: 7/2024

Last Reviewed:

I. Purpose

The purpose of this policy is to provide orderly procedures for termination and non-renewal of contracts for Salt Lake Academy High School staff and educators in accordance with the Public Education Human Resource Management Act (PEHRMA) outlined in Utah Code §53G-11-512 through 517.

II. Policy

A. Definitions

1. For purposes of this policy, the term “educator” refers to an employee who holds a certificate issued by the State Board of Education with the exception of those licensed employees who are required to hold an administrative credential in order to function in the position for which they are employed.
 2. Career Educator: A career educator is a licensed employee who holds a position requiring a valid certificate issued by the State board of Education and is not considered Probationary or Provisional Licensed Personnel. Career educators have expectations of continued employment and can only be terminated for cause, declining enrollment, or reduction in funding.
 3. Probationary Educator: Any educator employed by the school who has been advised by the school that his/her performance is inadequate and has been placed on probation.
 4. Temporary Employee: An individual who is employed by the school on a temporary basis. Temporary employees include but are not necessarily limited to the following:
 - a) substitute teachers, employees hired under contracts for one (1) year only or for less than one (1) year;
 - b) employees whose positions are funded by grants and/or yearly allocated state or federal monies;
 - c) employees whose positions are authorized for no more than twelve (12) months; and
 - d) employees hired on or after January 1.
 5. Educator: All licensed personnel as defined above.
- B. Unsatisfactory Performance:** A total score on end-of-year performance reviews in the “Not Effective or Minimally Effective” range.



- III. Procedures for nonrenewal of a contract of a provisional, probationary, and a career educator and termination of an educator’s contract during the contract term shall be administered according to the following:
- A. Causes for Disciplinary Action or Contract Nonrenewal
1. The school may determine not to renew the contract of an educator for any of the following reasons:
 - a) Insubordination, which includes an act of serious insubordination, repeated acts of insubordination, or a pattern of insubordinate behavior. Insubordination is any event under the employee’s control that disregards or fails to comply with a directive given by one having authority to give such directives. Directives shall be specific and understandable. A pattern of insubordinate behavior may only serve as grounds for disciplinary action or contract nonrenewal if there is record of the concerns having been addressed directly and clearly in the employee’s file.
 - b) Unsatisfactory Performance. If the school intends to terminate a contract for cause for reasons of unsatisfactory performance as determined in PEHRMA, then the unsatisfactory performance must be documented in at least two formal or informal evaluations conducted at any time within the preceding three (3) years in accordance with policy **3006 - Evaluation of Licensed Personnel**.
 - c) Mental or physical incapacity.
 - d) Inability to perform essential job functions despite all reasonable (including, but not limited to ADA requests) accommodations.
 - e) Conviction, plea of guilty, no contest or other plea resulting in probation or suspended sentence for any felony or misdemeanor involving moral turpitude or crimes against children. With respect to a plea in abeyance, the director along with the board, in their sole discretion, may determine to disregard the plea in abeyance as a cause for termination.
 - f) Conduct which may be harmful to students or the school. (See Administrative Rule R277-217 Educator Standards and LEA Reporting).
 - g) Improper or unlawful physical contact with students. (See Administrative Rule R277-217 Educator Standards and LEA Reporting)
 - h) Repeated violation of school or state policy. (See Administrative Rule R277-217 Educator Standards and LEA Reporting)
 - i) Unprofessional conduct not characteristic of or befitting an SLAHS educator. (See Administrative Rule R277-515-3 Educator Ethics)
 - j) Unsatisfactory compliance with terms of probation or remediation (see school policy **3007 - Career Educators, Provisional and Probationary Statuses of Licensed Personnel**)



- k) Any reason that the director in his or her sole discretion deems reasonable and appropriate provided it is in accordance with PEHRMA §Utah Code §53G-11-512 through 517.
- l) Performance, underdeveloped or insufficient skills, lack of knowledge or aptitude, or other employment attribute which is substantially below the performance reasonably expected from other educators having similar responsibilities and duties.
- m) Misuse of contract time. (See Administrative Rule R277-217 Educator Standards and LEA Reporting)
- n) Misuse of computers or school equipment. (See Administrative Rule R277-217 Educator Standards and LEA Reporting)
- o) Misuse of school or public funds. (See Administrative Rule R277-217 Educator Standards and LEA Reporting)
- p) Failure to obtain licensing in a timely manner.
- q) Failure to obtain credentials or appropriate certification.

B. Disciplinary Actions

1. The school may elect to proceed with disciplinary action to warn the employee that his/her conduct places the employee in danger of termination during the contract term. The school may elect to exclude any or all of the following steps and proceed directly with termination for cause. No disciplinary action shall thereafter prejudice the right of the school to proceed with termination for cause on the same facts which gave rise to the disciplinary action.
 - a) Oral Reprimand: Oral reprimand may be issued by the immediate supervisor.
 - b) Written Warning: Written warning is any memo of concern.
 - c) Written Reprimand: Written reprimand is issued by the immediate supervisor or the director which warns the employee that adverse employment action, which may include contract termination, may be taken.
 - (1) This warning is active for a two-year period and may remain in either the school file or in the employee's school personnel file.
 - (2) The warning does not prejudice the right of the school to proceed with termination for cause should the misconduct continue.
 - d) Probation: The school may elect, but is not required to place the employee on probation for misconduct which could be grounds of termination during the contract year, should the employee fail to meet defined expectations within defined deadlines.



- (1) The director is solely responsible for determining the length and terms of probation except under the provisions of policy **3006 - Evaluation of Licensed Personnel**.
 - (2) Failure to meet expectations outlined in probationary conferences and notices puts employees on equal footing with Provisional Employees, in that they are not granted expectations of continual employment.
 - (3) Even if an employee meets expectations outlined in their probation, the school may ultimately determine that the actions which served as the impetus for their placement on probation were severe enough to be considered grounds for nonrenewal, and notice of a proposed date of termination may be administered at any time prior to the employee's reinstatement in status as a Career Educator.
 - (4) If an employee is taken off probationary status and at any point again considered a Career Educator in school standing, their probationary period may not serve as grounds for future disciplinary actions, nonrenewal of contracts, or termination. The school shall only elect to reinstate full standing if the employee has demonstrated the infractions have not had a negative impact on the school, and/or the employee is sustaining a positive impact and effective performance.
 - (5) However, should an employee *repeat* infractions after their probationary status has been removed, their previous probationary period in which they successfully demonstrated said infractions were not an obstruction to their performance does not preclude them from disciplinary actions taken for the more recent erroneous behavior(s), nor does it preclude them from a different outcome with any subsequent infractions.
- e) Suspension: The school may, at its discretion, place the employee on suspension.
- (1) The school shall be solely responsible for determining whether the suspension is to be with or without pay and for determining the duration of the suspension.
 - (2) Suspension may, among other reasons, be invoked by the school when:
 - (a) further investigation is deemed necessary or desirable to make an informed decision concerning the employment of an employee,



(b) in order to protect the employee, the school, or students from conflict, danger, or accusations during an internal or legal investigation, or,

(c) for the purpose of awaiting the outcome of an internal investigation, formal complaint, or criminal charges pending against an employee.

(3) Suspension of a teacher shall not in any way prejudice the right of the school to proceed with other action, including termination for cause, at a later date.

(4) Furthermore, the fact that pending criminal charges against a teacher may be resolved in favor of the teacher shall not preclude the school from initiating termination for cause proceedings or other disciplinary action against the teacher based all or in part upon the same facts which gave rise to the criminal charges.

f) Any employee subject to disciplinary action shall be given the opportunity upon request to be represented legally or accompanied by a colleague or advocate in any meeting or conference to which they are invited or required to attend with respect to the disciplinary action.

IV. Causes for Contract Termination

A. The school may terminate the employment of any educator during the term of the educator's contract for any of the reasons listed under items *A.1.a. through p.* above.

B. The school may terminate the employment of any educator during the term of the educator's contract for any act, failure to act, or conduct which constitutes a breach of the educator's employment contract.

C. For career educators that exhibit both unsatisfactory performance AND conduct (*A.1.a. through p.* above) the school may:

1. Attempt to remediate the conduct of the career employee; or

2. Terminate the career employee for cause if the conduct merits dismissal consistent with items *A.1.a. through p.* above and is not required to develop and implement a plan for improvement. (PEHRMA Utah Code §53G-11-512 through 517.

V. Procedures When Renewal of the Contract of a Career Educator Is In Question

A. When continued employment of a career educator is in question, the career educator shall be informed in writing at least three (3) months before the end of the contract term.

1. The reasons why continued employment is in question shall be specified.

2. The career educator shall be provided an opportunity to correct the deficiencies which are causing continued employment to be in question. Assistance may be granted to the educator to correct the deficiencies including informal



conferences, Personal Improvement Plans (PIPs) and services of school personnel.

VI. Procedures When the Contract of a Career Educator Will Not Be Renewed

- A. When the contract of a career educator will not be renewed, the career educator shall be notified in writing at least thirty (30) days prior to the proposed date of termination. A copy of the notice shall be kept in school records for a minimum of two (2) years after it has been given, except in cases described in *VIII.H.* below.
- B. The notice shall state the date of termination and set forth the reasons for contract non-renewal.
- C. The notice shall be given to the employee directly in an informal conference with the director. If the employee is not accessible for the informal conference, the notice shall be delivered via email to the employee's company email address and include a date for an informal conference with the administration.
- D. The notice shall advise the individual that he or she has a right to attend an informal conference with the director (either at the time the notice is personally delivered or on the date proposed if delivered via mail) as well as a fair hearing.
 1. The right to an informal conference is waived if the employee fails to attend, or fails to request rescheduling in writing within fifteen (15) calendar days upon receipt of the notice.
 2. The hearing process is waived if a hearing is not requested by the employee in writing to the director within fifteen (15) calendar days after the informal conference. The hearing process includes the right to a hearing before the Salt Lake Academy High School Board (the Board).
 3. Conduct of the hearing will be the same as the hearing process outlined in *VIII.E.1-VIII.F.1.*
- E. The career employee shall be notified of the right to have the conference and hearings scheduled. If the educator elects not to attend, the dates will be canceled.
- F. The career educator shall be informed of the right to be represented at the hearing(s) by a representative of his/her choice.
- G. The employee must give notice of contest in writing to the director within ten (10) working days after receiving the termination notice. Failure to request such an appeal in writing shall constitute a waiver of the right to appeal the recommendation of the school to terminate the employee's contract.

VII. Procedures When Provisional Contract Will Not Be Issued

- A. Provisional educators, as defined under school policy **3007 - Career Educators, Provisional and Probationary Statuses of Licensed Personnel**, are not entitled to employment beyond the end of the term of the present contract, and may not reasonably expect continued employment in succeeding years.



- B. The school is not required to provide a cause for not offering a contract to a provisional employee. When the school determines not to issue a contract of employment to a currently employed provisional educator, the educator shall be notified in writing at least sixty (60) days before the end of the provisional employee's contract term. (PEHRMA §Utah Code §53G-11-512 through 517).

VIII. Procedures for Termination During Contract Term

A. Notice

1. When an employee is to be terminated during a contract term, he or she shall be notified in writing at least thirty (30) days prior to the proposed date of termination. A copy of the notice shall be kept in school records for a minimum of two (2) years after it has been given, except in cases described in *H.* below.
2. The notice shall be delivered to the individual personally in an informal conference with the director or sent by certified mail to the individual's last-known address, as shown on the personnel records of the school, at least thirty (30) days prior to the proposed date of termination, and include a proposed date for an informal conference with the director.
3. The notice shall state the date of termination and set forth the reasons for termination.
4. The notice shall advise the individual that he or she has a right to attend an informal conference with the director (either at the time the notice is personally delivered or on the date proposed if delivered via mail) as well as a fair hearing.
 - a) The right to an informal conference is waived if the employee fails to attend or request rescheduling in writing within fifteen (15) calendar days upon receipt of the notice.
 - b) The hearing process outlined below is waived if a hearing is not requested by the employee in writing to the director within fifteen (15) calendar days after the informal conference. The hearing process includes the right to a hearing before the Salt Lake Academy High School Board (the Board).
 - c) The hearing will be held during a closed session of the next Board meeting after public proceedings, or, if the next Board meeting is greater than fifteen (15) calendar days from the date of the written request for a hearing, the director will arrange an emergency Board meeting in a closed session with him or herself, the requisite Board members necessary to convene in an emergency meeting, and the employee along with his or her chosen representative, should they choose to bring representation.
 - d) The board will hear the cause laid out by the director, the employee and/or the employee's representative's response, and all parties in the meeting who are not on the board will be excused from the session before the board votes on the grounds for termination.



- e) The board's vote will be relayed in recommendation to the director regarding how to proceed. The recommendation will inform the director's final decision.
 - f) The director will provide a final decision, in writing, to the employee within ten (10) calendar days of the closed session. A copy of the decision will be retained in the employee's file in school records for two (2) years.
5. The notice shall also inform the educator of the right to be represented at the conference and/or hearing by a representative of his/her choice.
 6. Uncontested terminations and/or terminations that are found in favor of the decision to terminate a contract will result in the cessation of future months of pay, and any salary owed from the current pay period will be paid out when payroll processes paychecks for the full school. Pay will not be dispersed for days suspended without pay, or for any days after termination is made final.
- B. Suspension Pending a Hearing**
1. Employees will likely be placed on suspension, with or without pay as determined by the director, upon delivery of notice or proposed termination until the date of termination, or until any hearings regarding the termination have been held.
 2. Suspension pending a hearing may be without pay if an authorized director determines, after providing the employee with an opportunity for an informal conference to discuss the allegations, that it is more likely than not that the allegations against the employee are true and will result in termination.
 3. If termination is not subsequently ordered, the employee shall receive back pay from the period of suspension without pay.
- C. Continued Educator Service**
1. After notice of termination, the educator, at the discretion of the director, may remain on the job, be reassigned to another licensed position, or be subject to other reasonable personnel actions.
 2. If the director finds that continued employment may be harmful to students or the school, but also believes the employee may not be ultimately terminated after any hearings have taken place, the educator shall be suspended with pay pending termination. No more than thirty (30) days of salary shall be provided to employees who are on suspension.
 - a) The school shall notify the educator of the suspension in writing. If this decision is made prior to/in conjunction with the decision to propose termination, the notice shall be included in the same document.
 - b) The notice shall include findings of fact as to why harm may result to students or the school if active service is allowed to continue.
- D. Hearing Canceled or Not Requested**



1. If a hearing is canceled or not requested by the educator, the written notice of intention to terminate employment will serve as written notice of final termination by the Board.
2. The cause(s) of termination are those contained in the notice of intention to terminate employment.

E. Conduct of the Hearing

1. The educator may be represented by counsel and may call witnesses, hear accusing testimony, cross examine witnesses, and examine documentary evidence.
2. The school shall make available school employees if needed as witnesses for either party.
3. Parties shall exchange documentary evidence at least two (2) working days before the scheduled hearing or other timeline agreed to by both parties in writing.
4. The hearing shall be conducted informally, and the rules of evidence used in courts of law need not be strictly observed.
5. The hearing proceedings shall be recorded and preserved in a manner to assure completeness and accuracy; i.e., electronic tape recording.
6. After hearing all of the evidence, the attending board members will excuse all witnesses and parties in attendance who are not sitting on the board, discuss the case, and vote on a final recommendation. The board director will relay the recommendation in writing to the school director once the board has made a decision. If the board needs to convene further after the initial closed session, they must schedule any subsequent closed sessions within time to provide the director their recommendation within ten (10) calendar days of the initial hearing.
7. The director must draft a final, written decision to the employee upon receipt of the board's recommendation.
8. The final written decision shall be sent by certified mail to the educator's last known address within fifteen (15) calendar days of the initial hearing. A copy

F. Finality

1. The director-written decision including the Board's recommendations in all cases is final. A rehearing shall not be allowed.

G. Appeal

1. Upon the timely filing of an appeal of the final decision in an appropriate court of law, the director shall cause to be prepared, certified, and transmitted to the court, the initial proposal for termination, record of dates of notices, requests for hearings, conferences, etc. the recommendation of the Board, the findings of fact of the Board, the final written decision, and the record of the hearing before the Board.



H. Restoration of Records and Benefits

1. If the final decision is made in favor of the educator, the charge(s) shall be expunged from the educator's record except when substantive problems exist but the recommendation to terminate was dismissed or modified because of procedural errors.
2. If the final decision is made in favor of the educator, the educator shall be reimbursed for salary and benefits lost during suspension, if any.



3011 - Resignations

First Passed or Last Updated: 7/2024

Last Reviewed:

I. Purpose

Salt Lake Academy recognizes that, under extenuating circumstances, an employee of the school may request termination of his/her contract, that the appropriate office of the school may request the termination of a contract, and that by mutual agreement between the school and the employee, an employee's contract may be terminated. The purpose of this policy is to create guidelines and procedures for addressing such scenarios.

II. Policy

- A. Proper notice of resignation must be clarified to the director, in hardcopy or emailed writing.
- B. The resignation policy shall be administered in accordance with the following administrative policy provisions:
 1. Employees are expected to adhere to the conditions of the contract until it has been terminated legally or by mutual consent.
 2. When requesting contract termination, licensed personnel must notify the director with at least thirty (30) calendar days' written notice. Failure to give such notice will result in an assessment of \$500 to be deducted from the last paycheck and may result in attachment of a letter that precludes future employment with the school. Employees must also notify their principal or department director with at least thirty (30) calendar days' notice.
 3. Provided verification is received by the director, the employee may be released from the contract at any time for reasons such as maternity or adoption of a child, transfer of spouse, military service, illness, etc. and will not be assessed the \$500 fine.
 4. Employees resigning during the contract year will be assessed 50% of the daily rate of a licensed employee on salary level one for any leave days used during the last thirty (30) days of their employment except in the case of an immediate, verified medical reason or emergency.
 5. Employees resigning/retiring at the end of the current contract year, who give official notification of resignation/retirement prior to the published timeline will be eligible for a monetary incentive according to the timeline and incentive established annually by the director. Any such incentives will be paid out on the employee's final paycheck.



3012 - LEA-Specific Licensing

First Passed or Last Updated: 7/2024

Last Reviewed:

I. Purpose

The Board recognizes that occasionally there are circumstances where teachers will need to be hired and qualified for positions using Local Educational Agency (LEA)-specific educator licenses. The Board delegates to the School Leadership the responsibility for implementing policy for LEA-specific licenses in accordance with Utah State Board of Education (USBE) Rule R277-301.

II. Policy

A. Educator License and Endorsement Requirements:

1. All applicants must:

- a) Have a bachelor's or higher degree in a related field of study; or
- b) Have exceptional or specialized occupational experience, training, or expertise directly related to the area of assignment; and
- c) Complete a criminal background check including review of any criminal offenses and clearance in accordance with Rule R277-214; and
- d) Complete the educator ethics review described in Rule R277-500 within one calendar year prior to the application.

2. Endorsement eligibility may be issued for a one to three-year period upon request from the School Leader for a licensed teacher (LEA, Associate, or Professional) who is not endorsed in the area of assignment.

B. Educator License or Endorsement Approval

1. The application must receive approval from the Salt Lake Academy High School Board in a public meeting no more than 60 days prior to employment and include:
 - a) Rationale for the appointment of an LEA-specific educator license or endorsement.
 - b) Verification that there is an inadequate supply of highly qualified and suitable licensed applicants in the license and endorsement area. This will be demonstrated by posting the position for a reasonable period of not less than five days (not required for hourly applicants).

C. Terms of LEA-Specific License or Endorsement

1. Applicants placed on Salt Lake Academy High School LEA-specific educator licenses serve under temporary employment agreements.



2. A Salt Lake Academy High School LEA-specific educator license or endorsement is valid for up to three years. After three years, renewal of the license is subject to approval or denial from the Utah State Board of Education.
 3. A Salt Lake Academy High School LEA-specific educator license expires immediately if the educator's employment with Salt Lake Academy High School ends and the educator is not rehired by Salt Lake Academy High School in the next contract year.
 4. The LEA-specific educator license candidate is responsible to pay all education tuition fees related to the license upgrade.
- D. License and Endorsement Areas
1. In accordance with R277-301, an LEA-specific educator license may not be offered in the areas of Special Education or Preschool Special Education.
 2. An LEA-specific educator license is limited to the following license areas:
 - a) Early Childhood;
 - b) Elementary;
 - c) Secondary;
 - d) Career and Technical Education or "CTE";
 - e) Speech-Language Pathologist;
 - f) Speech-Language Technician;
 - g) School Social Worker; and
 - h) Communication Disorders.
 3. An LEA-specific endorsement includes all USBE endorsement areas.
- E. Training and Support
1. Within the first year of employment under an LEA-specific educator license, the educator must complete the following training:
 - a) Educator ethics;
 - b) Classroom management and instruction;
 - c) Basic special education law and instruction;
 - d) Utah Effective Teaching Standards as described in R277-530.
 2. The educator must participate in the SLAHS Accountability Partner Program.
 - a) Salt Lake Academy High School shall provide an ongoing collaborative program wherein new teachers are paired with veteran educators of the building who:
 - (1) holds a professional educator license, and where possible;
 - (2) performs, has recently performed, or has in-depth familiarity with the duties as the educator; or
 - (3) The assigned partner 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.



- b) The 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.
- c) Notification of LEA-Specific Educator License or Endorsements
 - (1) Salt Lake Academy High School shall post LEA-specific licenses or endorsements on the school website. The post shall include:
 - (a) A disclosure of the fact that the school employs LEA-specific educator licenses and/or endorsements;
 - (b) The percentage of the types of licenses or endorsements held by educators employed at the school based on the employee's FTE in the Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS); and
 - (c) A link to the Utah Educator Look-up Tool.



3101 - Sick and Paid Leave; Allotment, Accrual, Banks

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

The purpose of this policy's adoption is to comply with state mandates surrounding leave banks and provide staff with a safety-net and a framework should times demand their extended absence from work.

II. Policy

A. Allotment of Paid Time Off (PTO)

1. Full-time staff hired for the school year on 191-day contracts will receive 9 days of PTO.
2. Full-time staff hired for administrative duties or support on 210-day contracts will receive 15 days of PTO.
3. Employees hired after the typical start date contracted for their position will receive fewer PTO hours, which will be reduced proportionately to the ratio of contracted work days remaining in the school year out of total work days typically contracted for their position in the 12- (twelve-)month period.

B. Use of PTO

1. Employees shall follow procedures outlined in training and the Employee Manual to procure substitute teachers, provide timely notice of leave, etc.
2. The director may refuse the request for PTO during any blackout dates determined annually and included in the employee manual, or if there are extenuating circumstances regarding the staffing of the building on the date of the request. As a general rule, employees must expect to work in the final and beginning days of school academic quarters, as well as the first and final weeks of school.
3. The director has the authority to permit PTO during blackout periods due to extenuating or emergency circumstances.
4. Personal/sick days will be recorded in school logs.
 - a) Unused personal/sick days accrue from year to year.
 - b) Employees may request their current PTO balance from the administrator who oversees this log at any time, and will receive an updated balance at the beginning of each contract year.



- c) If an employee uses more PTO than allotted, the hourly wage for the time absent will be deducted from the remaining hours to be worked on the contract, and deducted evenly from any remaining monthly paychecks.

C. PTO Payout:

1. If either the school or the employee's decision not to renew a contract, or should an employee enter retirement, any accrued PTO will be paid out at a rate of \$50 per day (8 hours) of unused leave.
2. If any employee resigns or is terminated during a contracted term, accrued, unused PTO will be paid out at a rate of \$25 per day (8 hours) of unused leave.
3. PTO payouts will be assessed along with the employee's final paycheck processed by the school.

D. Paid Time Off-Catastrophic Leave Bank

1. In alignment with House Bill 192 of Utah's 2024 Legislative Session, Salt Lake Academy has created a sick leave bank for catastrophic needs of faculty and staff, effective July 1, 2024. Each employee may donate 1 or more PTO days or hourly equivalent once per year by completing the PTO Catastrophic Leave Donation Form. Once leave has been donated, all rights and ownership of the leave hours leave the individual employee and is retained by Salt Lake Academy. All donated days do not expire and carry-over indefinitely to the next year. New leave can accrue each year from new donations by staff. Leave from the bank may be assigned or distributed by the executive director or designee as he or she sees fit. Employees should not solicit donations for personal needs nor campaign for opportunities to be awarded additional days from the bank. Employees facing a catastrophic health need (such as cancer, heart attack, severe car accident or other events as adjudicated by the executive director or designee, may apply in writing for additional PTO from the bank at any time. Traditional medical leave (such as maternity leave, scheduled surgery, travel, or similar items do not qualify as catastrophic leave. All other PTO policies and regulation remain in effect. FMLA or other programs may be requested or applied in conjunction with or prior to awarding leave from the bank.



3102 - Abandonment of Position

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

Salt Lake Academy recognizes the need for consistent attendance by dependable personnel to provide a quality education for students and to keep the school operating effectively and expects personnel to give proper notification to their supervisors when they are absent from their positions.

II. Policy

- A. Personnel refers to all licensed, education support professional, administrative and part-time employees of Salt Lake Academy High School. The following administrative policy provisions shall be used in implementing this policy:
 1. Workers who are absent from work for three (3) consecutive working days and are capable of providing proper notification to their supervisor, but do not, shall be considered to have abandoned their position.
 2. An immediate supervisor may recommend the termination of an employee who has been deemed to have abandoned his/her position. The employee shall be informed of the action in writing by the director.
 3. The employee shall have the right to appeal to the director within five (5) working days of receipt or delivery of the notice of abandonment to the last known address.
 4. If the termination action is appealed, the director shall not be required to prove that the employee intended to abandon the position.



3103 - FMLA

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

The Family and Medical Leave Act is designed to help employees balance their work and family responsibilities by allowing them to take reasonable unpaid leave for certain family and medical reasons.

II. Definitions

- A. Family and Medical Leave Act (FMLA): A federal act in which an eligible employee is allowed an extended leave from work for family and medical reasons each calendar year.

III. Policy

- A. In accordance with the FMLA, the reasons for permitting an extended unpaid leave, up to 12 work weeks, are limited to the following:
 - 1. Birth of a child;
 - 2. Adoption of a child;
 - 3. Placement of a foster child;
 - 4. A serious health condition of the employee;
 - 5. Care of a spouse, child, or parent with a serious medical condition; and/or
 - a) A military qualifying exigency arising as a result of a spouse, son, daughter or parent being on active duty or having been notified of an impending call or order to active duty in the Armed Forces.
- B. Military Qualifying Exigency can be used by an employee whose spouse, child or parent is on active military duty, or has been notified of an impending call to active military duty to deal with any “qualifying exigency” arising from the call to active military duty.
 - 1. Military Caregiver Leave (along with the criteria for FMLA):
 - 2. SLAHS will grant up to 26 weeks of unpaid military caregiver leave to care for a covered service member (a spouse, child, parent/guardian) with a serious injury or illness during a 12-month period to eligible employees.
- C. To be eligible for family and medical leave, a full-time employee shall:
 - 1. Be employed by the state for at least one year; and
 - 2. Be employed by the state for a minimum of 1250 hours worked, as determined under FMLA, during the 12 month period immediately preceding the commencement of leave.
- D. Part-time employees may be eligible for family and medical leave based on the hours they work.



- E. To request FMLA leave, the employee or an appropriate spokesperson, shall apply in writing for the initial leave and provide medical certification to support the need for the leave:
1. Thirty days in advance for foreseeable needs; or
 2. As soon as practicable in emergencies.
- F. Written notice to employees shall include the following information:
1. That the leave will be counted against the employee's annual FMLA entitlement;
 2. Any requirements for the employee to furnish medical certification of a serious health condition and the consequences for doing so;
 3. A statement explaining that the employee will be required to exhaust unused personal or sick leave before going into an unpaid leave status;
 4. Any requirement for the employee to make any premium payments to maintain health benefits and the arrangements for making such payments, and the possible consequences of failure to make such payments on a timely basis;
 5. Any requirement for the employee to present a medical release before being restored to employment;
 6. The employee's rights to restoration to the same or an equivalent job upon return from leave; and
 7. The employee's potential liability for payment of health insurance premiums paid by the school during the employee's unpaid FMLA leave if the employee fails to return to work after taking FMLA leave.
- G. SLAHS may designate FMLA leave after the fact only:
1. If the reason for leave was previously unknown, provided the reason for leave is made within two (2) business days after the employee's return to work; and
 2. The school has preliminarily designated the leave as FMLA pending medical certification.
- H. Job reinstatement:
1. If an employee fails to return to work after unpaid FMLA leave has ended, the school may recover, with certain exceptions, the health insurance premiums paid by the school on the employee's behalf
 2. An employee is considered to have returned to work if he or she returns for at least thirty (30) calendar days.
 - a) An exception to this may be made if an employee's circumstances change unexpectedly beyond their control during the leave period which makes them unable to return to work at the end of twelve weeks.
 - b) Medical certification is required.
- I. Forms for application and certification of FMLA may be requested from the director and can also be found on the United States Department of Labor website, "Family and Medical Leave Act."



3200 - Employee and Volunteer Mandatory Trainings

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

The school establishes this policy to ensure compliance with state regulations regarding mandatory training for public employees who work in close contact with children and/or with sensitive materials and data.

II. Policy:

- A. During the first week of contracted, pre-service work each school year, in professional development days scheduled through the year, and upon newly hiring any employees any time after the start of a school year and prior to the end of the second semester, the school will ensure all employees who will work in proximity to children, and/or with sensitive data, information, or materials will be trained in each of the following areas:
 1. Standardized Test Administration and Ethics
 2. Administration of Assessments and Use of Data to Inform Instruction (Teachers)
 3. Protected, Constitutional Rights of Employees, Teachers, and Students
 4. Anti-Bullying, Abuse Reporting, and Suicide Prevention
 5. Data Security, Privacy, Student Records, FERPA
 6. Student Discipline
 7. SPED, IDEA, ADA, and Accommodating Policies, Practices, and Procedures
 8. Financial Matters and Procedures
 9. Facilities and Emergency Procedures
- B. Volunteers and staff who will oversee or supervise volunteers will be trained, upon designation and prior to utilization of a volunteer, on any of the above subjects which may be pertinent to their interactions with students or the school.
- C. Each instance of mandatory training will be maintained in school records as having been held for seven (7) years.
- D. Employees will sign confirmation after receipt of any and all mandatory training. These signatures will be maintained in school records for seven (7) years.



3201 - Protection of Employees

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

Salt Lake Academy puts this policy into place in recognition of the need for a policy governing the protection of employees.

II. Policy

A. The Protection of Employees policy will be implemented according to the following provisions:

1. Employees shall report immediately in writing to their principal or immediate supervisor and to the director all cases of assault suffered in connection with their employment.
2. If criminal or civil proceedings are brought against an employee alleging that he/she committed an assault in connection with his/her employment, such employee, after making reports, may request the Board to furnish legal counsel to defend him/her in such proceedings, insofar as the interests of the employee and the school are not conflicting. If the employee is found guilty or liable in such proceedings, such finding may constitute a cause for dismissal from the school system. Fines, damages, penalties, or forfeitures shall not be paid by the Board.
3. Civil liability insurance coverage shall be provided for each employee to the extent now provided by the law under tort liability. Costs of this coverage shall not be deemed to provide payment for fines, penalties, or forfeitures arising out of criminal proceedings.
4. Whenever an employee is absent from his/her assignment as a result of personal injury or for appearances before a judicial body of legal authority in connection with an assault case, he/she shall be eligible for sick days. There shall be no loss of wages or reduction in accumulated leave.
5. Physical restraint may be used by an employee in an extraordinary case of breach of discipline to restrain, if necessary, a disruptive pupil to prevent injury to himself/herself or students, provided the force used is reasonable under the circumstances. The employee shall inform the principal or immediate supervisor at once of such action and shall make an accurate, written report within 24 hours.
6. The school shall take appropriate action against the person (a student) committing the assault, according to the student discipline policy established by The school.



3501 - Child Abuse and Neglect Reporting

First Passed or Last Updated: 4/2023
Last Reviewed:

I. Purpose

Salt Lake Academy believes that school staff members are in a unique position to assist children, families, and the community in dealing with the issue of child abuse and neglect.

II. Definitions

- 1) **Child Abuse:** any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means.
- 2) **Neglect:** the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well-being.

III. Policy

- 1) **Reporting**
 - a) Any employees making reports of allegations of sexual abuse of a student will be provided immediate unrestricted use of communication technology and will be temporarily released from their work duties to make an immediate report.
 - b) If a school employee has a reasonable belief that a student has been or maybe subjected to abuse or neglect, the employee shall report the information immediately upon receiving the information to shall immediately notify law enforcement agencies, or DCFS. The school employee must also notify the building principal and school counselor of the neglect or abuse. Such a report to the principal or counselor does not satisfy the employee's personal duty to report to law enforcement or DCFS. Any school employee, acting in good faith, who reports alleged sexual misconduct on the part of a school employee will not be disciplined or discriminated against because of such reporting.
- 2) **Cooperation with DCFS and Law Enforcement**
 - a) All Salt Lake Academy High School employees will cooperate with law enforcement and DCFS investigators who come into the school, including:
 - i) allowing authorized representatives to interview children consistent with DCFS and local law enforcement protocols;
 - ii) allowing appropriate access to student records;



- iii) making no contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; and
 - iv) cooperating with ongoing investigations and maintaining appropriate confidentiality.
- b) If the allegations of abuse or neglect are towards an employee at Salt Lake Academy High School they may place the alleged abuser on paid leave of absence; place the employee in a non-student contact position; initiate dismissal proceedings, or continue the employee in their present position pending outcome of the investigation.
- 3) Training
- a) Salt Lake Academy High School will annually provide employee training, which will include current information concerning identification of the signs of sexual abuse in children as well as the identification of the danger signals of potentially abusive relationships between children and adults. This training will emphasize the importance of mandatory child abuse reporting, including the obligation to report suspected abuse by other mandated reporters. Employees will receive training on the need for and methods to create an atmosphere of trust so that students believe their school and school employees are available to discuss matters concerning abusive behavior.



**SALT LAKE
ACADEMY**



4000 - Student Policies



4001 - Attendance

First Passed or Last Updated: 7/2024

Last Reviewed:

I. Purpose:

At Salt Lake Academy, we recognize the importance of regular student attendance in relation to a successful learning experience. Research supports the fact that attendance is crucial to improving student achievement. Further we recognize that:

- A. Frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process.
- B. The benefits of classroom instruction, once lost, cannot be entirely regained.
- C. The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences and study in order to meet the School's and student achievement goals.
- D. Holding students and their parents/guardians responsible for attendance is part of the School's larger mission to train students to be productive citizens and employees.
- E. State law reflects the importance of regular attendance by establishing compulsory school attendance.
- F. State law authorizes charter school governing boards to make rules for organization and government in the charter school.

Therefore, a regular and punctual pattern of attendance is expected of each student enrolled at Salt Lake Academy High School. Each student is expected to attend school every day. A student is considered absent if the student misses 25% or more of a class.

A student participating in an extracurricular activity (sports, class trips, etc.) must be in attendance in all classes, including Academic Time, on the day of the activity in order to participate in the activity. Exceptions, due to valid extenuating circumstances, may be granted only by the Athletic Director (for athletics), the principal or the Dean of Students, and must be discussed prior to the absence.

Salt Lake Academy High School (SLAHS) recognizes that the Utah Compulsory Attendance Law (Utah Code 53A-11-101) directs parents to require their children between the ages of six and eighteen years of age to attend school unless they have graduated from high school or have been excused by the Board.

II. Policy:

- A. The school will update procedures and policies regarding attendance and publish details of the following:
 1. Criteria students must meet to be considered "in attendance" for a given class,



- a) Criteria for remote attendance differs from in-person classes. See policy **4002 - Remote Attendance.**
 2. definitions and procedures for excused absences,
 3. definitions, rehabilitative practices, and disciplinary actions for unexcused absences, truancies, and sluffs,
 4. requirements, procedures and limits to parental/guardian excusal of attendance concerns or requested alterations to the student's attendance records, and
 5. incentives established by the school to encourage positive attendance habits.
- B. Withdrawal after Ten (10) Consecutive Absences:
 1. Students are to be dropped from the school if they miss ten (10) consecutive school days unless those absences are excused for the following purposes: home and hospital services, hospitalization, illness, any pending court investigation or action, or pre-approved educational leave.
 2. Exceptions and amendments to the above may be made for students on an IEP or 504 plan in accordance with state and federal law.



4002 - Remote Attendance

First Passed or Last Updated: 7/2024
Last Reviewed:

I. Purpose

Salt Lake Academy High School believes in the direct correlation between student achievement and regular school attendance.

The purpose of this policy is to outline attendance calculations in case of the need for full-time distance learning. School attendance laws require students to attend school regularly. The virtual nature of school, when necessary, does not alter this requirement. Attendance is a joint responsibility of parents and their children. School authorities have a responsibility to enforce attendance laws. This policy applies only to students who are attending school full-time via distance learning, exclusive of provisions outlined in Utah Admin R277-419.

II. Policy

A. Attendance Procedures:

1. Records are maintained on a student information system. Data recorded includes the specific number of minutes the student spends in an online program.
2. Salt Lake Academy High School personnel review attendance weekly to determine that full-time students are on track to complete the state required hours of instruction each year or are making progress to complete their courses. Student services personnel, counselors, and teachers will consistently contact the parent and/or student.
3. Excused Absence/Reduction in Required Weekly Hours:
 - a) “Excused Absence” means a reduction in required weekly hours that is verified by the student’s parent/guardian as defined in Utah State Code R277-607.
4. Unexcused Absence/Reduction in Weekly Hours:
 - a) Any reduction in weekly hours for a reason other than outlined in Utah State Code R277-607.
5. Student expectations to demonstrate active participation in instructional hours may vary depending on the circumstances of remote learning;
 - a) During a “Flex Friday,” teachers assign work that will take an appropriate amount of time to maintain required learning hours.
 - (1) Successful completion of the assignments students are given for Flex Fridays will result in their presence recorded.



- (2) Failure to log into the course in the allotted time and/or failure to submit assigned work can result in unexcused absences for the student in school records.
- (a) If there are any issues accessing the content, students are expected to make efforts to resolve the issue in communications with the instructor over the weekend. The final determination of a student's attendance in these scenarios will be determined on a case-by-case basis, but the failure to attempt resolving the issue altogether will result in an unexcused absence.
 - (b) Flex Friday absences are handled differently from in-class absences. See policy **4003 - Flex Fridays**.
- b) In emergency closures of the school, or on school-wide, scheduled remote-work days, attendance and participation will be measured in the same manner as Flex Fridays.
- c) In the case of Home and Hospice, or when the director approves any other remote learning program for students at his or her discretion due to extenuating circumstances, participation expectations will be made clear in conferencing with the student and the student's parent(s) or guardian(s) before a written explanation is provided to the student by the director or an assigned teacher-tutor.



4003 - Flex Friday

First Passed or Last Updated: 7/2024
Last Reviewed:

I. Purpose

There are several reasons that Salt Lake Academy High School (SLAHS) has decided to implement Flex Friday into its curriculum. Reasons are as follows:

- A. to increase attendance at the school
- B. to allow flexibility to students in their extra curricular activities, work, family life and studies
- C. to teach students how to manage their time and resources more effectively
- D. to help prepare students to be college and career ready
- E. and to improve our students ability to function in a 21st century digital society

The purpose of this policy is to outline practices the school will follow to continually evaluate and ensure the efficacy of Flex Friday as a practice, and mandate clear communication of the current procedures and reasoning to the stakeholders of the school.

II. Policy

- A. The school will review the efficacy of, consider procedural improvements, and update policies and procedures for the upcoming school year annually.
- B. The current expectations of students and staff for Flex Friday, vision and intent of ongoing administration of the program, and procedures to be followed for the program will be published each school year in the Student-Parent Handbook.



4004 - Out-of-School Time

First Passed or Last Updated: 7/2024

Last Reviewed:

I. Purpose

The school allows secondary students to be released from school during the regular school day for the purpose of attending classes in religious instruction. Released time for religious instruction is not to be confined to any one religion.

The school also supports work-based learning (WBL) programs for students. The school recognizes responsibilities associated with placing students in work and community environments outside the school setting. The school also recognizes that consistent practices throughout the nearing six districts in the Wasatch Front South Consortium (Canyons, Granite, Jordan, Murray, Salt Lake City and Tooele School Districts) will encourage employers to participate in work-based learning experiences. Therefore, the school supports:

- A. Clear and concise practices across all business, industry and community sites throughout the Wasatch Front;
- B. Uniform safety procedures across all work-based learning experiences;
- C. Consistency in WBL forms and procedures used in implementing work-based learning experiences; and
- D. Compliance with Utah Code §53G-7-902 Public or Private School Internships; R277-915 Work-Based Learning for Interns.

II. Policy

A. Release for Religious Instruction

1. The director, in conjunction with secondary school principals and the counseling department, shall implement a program which honors parental requests for student released time for religious instruction during the school day according to the following administrative policy provisions:
 - a) Students will be granted released time for religious instruction only upon the written request of their parents or legal guardian.
 - b) Released time for religious instruction, as considered legitimate for USBE attendance accounting, is limited to one (1) class period per day.
 - c) Released time is not to be granted during times when it interferes with completion of the student's regular course of study or with classes required for graduation.
 - d) School credit will not be awarded for released time classes.



- e) School personnel shall not monitor attendance, maintain records, or perform any other work related to released time classes.
- f) Records of released time class attendance, released time grades, marks or other released time information are not to be included on the student's school report card or other school records.
- g) Released time class instructors are not members of the school faculty nor are they to be included as faculty members or considered faculty members in any school functions.
- h) Public school teachers, administrators, or other officials may not request released time instructors to exercise functions or assume responsibilities for public school programs which commingle activities of the two institutions.
- i) School publications shall not publish articles, pictures, reports, or records related to released time class functions or activities.

B. Release for Work-Based Learning (WBL)

- 1. The school will, in accordance with the law, permit Work-Based Learning for students who qualify, as well as the following administrative policy provisions:
 - a) As required by law, procedures shall cover the following areas:
 - (1) Training for student interns, student intern supervisors, and cooperating employers regarding health hazards and safety procedures in the workplace;
 - (2) Standards and procedures for approval of off-campus work sites;
 - (3) Transportation options for students to and from the work sites;
 - (4) Appropriate supervision by employers at the work site;
 - (5) Adequate insurance coverage provided either by the student, the program, or the school;
 - (6) Appropriate supervision and evaluation of students by the school; and
 - (7) Appropriate involvement and approval by the parents of students in work-based intern programs.
 - b) All work-based learning experiences shall be consistent with the provisions of the Fair Labor Standards Act, Part 520, 29 CFR and Administrative Letter Rulings: Department of Labor, Wage and Hour Division (pp. 226 and 228, July 1996).



4005 - Student Dress Code

First Passed or Last Updated: 8/2023

Last Reviewed:

School Dress and Grooming Expectations

The governing board recognizes that dress and grooming affect the behavior of students, that there are sanitation and safety factors directly related to proper dress and grooming, and that the school, principal, teachers, and parents need clear dress and grooming guidelines so that rules of dress and discipline can be enforced consistently. Therefore, Salt Lake Academy High School will enforce the following dress code.

Clothing

Salt Lake Academy High School emphasizes the importance of school, parent, and student collaboration in encouraging students to come to school dressed appropriately for school work. School personnel may prohibit the following types or styles of clothing at school or during school activities:

- fails to provide coverage of the undergarments, buttocks, genitals, and chest with a fabric that is not see-through;
- bare or stocking feet;
- clothing which displays obscene, vulgar, lewd, or sexually explicit words, messages, or pictures;
- clothing attachments or accessories which could be considered weapons;
- clothing that promotes or advertises an activity or substance a student cannot engage in on school property or legally possess or use (i.e., tobacco, alcohol, illegal drugs, pornography); and
- any clothing or apparel that conveys a specific, particularized message (e.g., political buttons, religious jewelry, or apparel, etc.) that school personnel can prove has caused or imminently will cause material disruption of classwork, or substantial interference with the work of the school or invasion of the rights of others may be prohibited.
- The administration reserves discretion to make decisions about clothes that may be a danger or particularly inappropriate etc.



4050 - Drug Testing Policy

First Passed or Last Updated: 8/2019

Last Reviewed:

Salt Lake Academy Student Drug Testing Program

I. Definitions

- A. All covered activities, groups, and organizations meeting or occurring during non-instructional time will be referred to as extracurricular. However, extracurricular activities and groups will be further categorized as follows for legal purposes:
 - 1. Co-curricular Activity or Group: A covered activity or group primarily involving students and occurring outside of academic class time, where:
 - a) The subject matter of the activity or group is or will be taught in a regularly offered class;
 - b) The subject matter of the activity or group concerns the body of courses as a whole;
 - c) Participation in the group is a requirement for a course, or Academic credit is granted for participation.
 - 2. Non-curricular Activity or Group: A covered activity or groups primarily involving students and meeting outside of academic class time, which are not co-curricular.
 - 3. Driving: The ability to drive and/or park on Salt Lake Academy Campus is a privilege we provide for our students. This is an activity that will be defined under extracurricular activities at the Salt Lake Academy.
 - 4. Covered Activities: Activities regulated by the Salt Lake Academy and/or the Utah State High School Activities Association (UHSAA).
 - 5. Drug Testing: Testing for alcohol and illegal or performance-enhancing drugs.
 - 6. Participation Days: Each day that the extra-curricular group meets, regardless of whether that meeting is a practice, a group meeting or an event.
- B. General Procedures for All Student Drug Testing
 - 1. Sample Collection
 - a) Urine samples will be collected using a method intended to minimize the intrusiveness of the procedure. The testing monitor shall verify the warmth and appearance of the specimen. If at any time the monitor suspects the sample is being tampered with, the monitor may end the collection process and notify the director or designee, who will determine whether a new sample should be obtained.
 - 2. Protection of Information (Privacy)
 - a) Each randomly selected student will be assigned a specimen number that shall serve as the identifier for all materials sent to the lab. The student and his or her parent/guardian shall have access to the specimen number. The laboratory will report positive test results directly to the director or designee. The director or designee will only notify the student, the appropriate extracurricular sponsor, the



parent/guardian of the student and other persons the director or designee determines need to know the information to implement the school's policies or procedures. All files pertaining to drug testing will be kept confidential and separate from the student's other educational records, and only school personnel with a need to know the information will have access to the information.

3. Positive Test Results

- a) If a positive test result occurs, parents will be responsible to take the student to a lab for a confirmation test. Following a confirmed positive result, the student and his or her parent/guardian shall be given the opportunity to submit additional information to The school administration or the laboratory. The school may consult with the laboratory in determining whether the positive result was caused by something other than the consumption of prohibited substances.

C. Random Drug Testing Notification and Consent

1. An orientation session shall be held before the commencement of random drug testing to inform students and parents/guardians of the sample collection process, privacy arrangements and the drug testing procedures that will be used. Students wishing to participate in covered activities shall receive a copy of the drug testing policy and related administrative procedures. Additionally, each student shall be required to return a signed drug testing consent form to the office by the beginning date for practice, activities, interscholastic contest established by UHSAA, or driving/parking on school grounds. If there is no established beginning date for practice for the activity, the signed consent form must be returned within five (5) calendar days of the first participation day. A signed consent form shall be valid for all covered activities and will remain effective until revoked in writing by the parent/guardian. Students who do not return the signed consent form shall not be allowed to participate in covered activities.

D. Random Selection

1. Salt Lake Academy may randomly select 12 participating students each month, starting in September and ending in May, for drug testing. The random selection process will result in an equal probability that any participating student could be chosen. School employees shall not have the authority to waive the testing of any student selected using the random selection process.
2. Testing Samples shall be tested for but not limited to
 - a) Cocaine-COC, Marijuana-THC, Amphetamine-AMP, Methamphetamine-MET/MAMP, Phencyclidine-PCP, Benzodiazepines-BZO (Xanax), Buprenorphine (BUP), Barbiturates-BAR, Percocet / Oxycodone -OXY, Morphine (MOP), Methadone-MTD, Methylenedioxyamphetamine-MDMA (Ecstasy).
3. Samples will not be screened for the existence of any physical conditions other than prohibited drug and alcohol use.

E. Consequences

1. Following a confirmed positive test result, the director or designee will immediately suspend the student from all covered activities and will schedule a conference with the student, the parent/guardian, and the extracurricular sponsor. Offenses accumulate throughout grades nine through twelve. Depending on the timing of the drug test, the



student may be excluded from participation in activities at the end of the school year, over the summer and/or into the beginning of the next school year.

- a) **First Offense:** The first time a student tests positive under the random drug testing program, the student shall be suspended from participation in all covered activities for a minimum of twenty (20) participation days (summer participation can only count for ten (10) of the participation days) and must pass a drug test administered by Salt Lake Academy, at student expense, prior to participating in covered activities again. Students who are enrolled in a class that involves co-curricular activities will remain in the class during the suspension period and may participate in classroom activities, but may not participate in any activities outside of the regularly scheduled class time. If because of the suspension, the student is unable to participate in an activity, which constitutes a portion of the student's grade, the student will be given the opportunity to complete alternative assignments so that the student can earn the same grade, as he or she would have had if allowed to participate in the activity.
- b) **Alternative First Offense:** With the consent of the student and his or her parents/guardians, the director or designee may reduce the suspension so that the student is only prohibited from participating in covered activities for a total of five (five) participation days as long as the student meets the following requirements:
 - o Within one (1) week of the conference, the student must receive or be enrolled in substance abuse counseling from an alcohol and drug abuse agency that is certified by the Utah Division of Substance Abuse and Mental Health (DSAMH). The parents/guardians are responsible for all costs associated with the counseling. The parent/guardian must provide written verification that the student has been seen by the alcohol and drug abuse agency at least once before the student is allowed to begin participation again. If the student does not attend counseling as promised, the school will immediately implement the original consequences.
 - o The student will be required to submit to drug tests every time Salt Lake Academy conducts random drug testing on other students for the next six testing months. This may carry over to the next school year.
- c) **Second Offense:** Students with two (2) positive test results for drugs or alcohol will be prohibited from participating in all covered activities for a minimum of ninety (90) participation days (summer participation can only count for ten (10) of the participation days) and must pass a district-administered drug test district prior to participating in covered activities again, at the students expense. Students who are enrolled in a class that involves co-curricular activities will remain in the class during the suspension period and may participate in classroom activities, but may not participate in any activities outside of the regularly scheduled class time. If because of the suspension, the student is unable to participate in an activity, which constitutes a portion of the student's grade, the student will be given the opportunity to complete alternative assignments so that the student can earn the same grade, as he or she would have had if allowed to participate in the activity.
- d) **Alternative Second Offense:** With the consent of the student and his or her parents/guardians, the director or designee may reduce the suspension so that the



student is only prohibited from participating in district-sponsored activities for a total of sixty (30) participation days as long as the student meets the following requirements:

- o Within one (1) week of the conference, the student must receive or be enrolled in substance abuse counseling from an alcohol and drug abuse agency that is certified by the Utah Division of Substance Abuse and Mental Health (DSAMH). The parents/guardians are responsible for all costs associated with the counseling. The parent/guardian must provide written verification that the student has been seen by the alcohol and drug abuse agency at least once before the student is allowed to begin participation again. If the student does not attend counseling as promised, the school will immediately implement the original consequences.
- o The student will be required to submit to drug tests every time Salt Lake Academy conducts random drug testing on other students for the next six testing months. This may carry over to the next school year.

- e) Third Offense: Students with three (3) positive test results will be prohibited from participating in all covered activities for the rest of their enrollment with Salt Lake Academy. If because of the suspension, the student is unable to participate in an activity, which constitutes a portion of the student's grade, the student will be given the opportunity to complete alternative assignments so that the student can earn the same grade, as he or she would have had if allowed to participate in the activity.

2. Refusal to Submit or Falsifying Results

- a) A student refuses to submit to drug testing when he or she fails to provide adequate urine for testing when notified of the need to do so or engages in conduct that clearly obstructs the testing process. A participating student who refuses to submit to drug testing or who takes deliberate action to falsify results will be suspended from all covered activities for one (1) calendar year and will forfeit eligibility for all awards and honors given for covered activities from which the student was suspended.

II. Suspicion-Based Drug Testing

- A. A student may be required to submit to a drug test when there is reasonable suspicion that the student is under the influence of or has recently consumed alcohol or any drug prohibited by district policy. Staff members will report such suspicions to the building administrator or designee as soon as possible. The building administrator or designee will determine if reasonable suspicion exists. The school's attorney may be consulted as necessary.

B. Consequences

- 1. Students who test positive under this section will be disciplined in accordance with the school's discipline code found in the student handbook and may also be temporarily or permanently excluded from all covered activities in accordance with other district policies or practices.

C. Refusal to Submit or Falsifying Results

- 1. A student refuses to submit to drug testing when he or she fails to provide adequate urine for testing when notified of the need to do so or engages in conduct that clearly obstructs the testing process. A student who refuses to submit to testing or takes deliberate action to falsify results may still be disciplined under the school's discipline code for being



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under the influence of alcohol or drugs. A student who takes deliberate action to falsify results may also receive additional disciplinary consequences.



4060 - Foreign Exchange Student J-1 Visa

First Passed or Last Updated:
Last Reviewed:

J-1 Visa Students

Salt Lake Academy accepts foreign exchange students (J-1 Visa) from the Council on Standards for International Educational Travel (CSIET) only. The Utah State Board of Education establishes quotas regarding the number of foreign students each secondary school may accept. CSIET organizations submit student applications to Planning and Enrollment.

All foreign exchange students must be approved by the director of Salt Lake Academy in order to register. Exchange student placements are arranged at least five weeks in advance of the student's departure from their native country. The students are placed in the grade level in which they would be placed had they not left their country.

A J-1 foreign exchange student:

- is a foreign national secondary student issued a J-1 Visa from immigration who has entered the United States for up to one year for a cultural and educational experience and whose placement is approved by the Salt Lake Academy Board.
- is not required to pay tuition to Salt Lake Academy when tuition reimbursement from the State is available to the LEA. When reimbursement is not available from the state, foreign exchange students must either pay out-of-state tuition or apply for a waiver of tuition from the Board. Foreign exchange students are required to pay school registration and activity fees.
- must maintain a minimum of 2.0 GPA and pass all their classes. If a J-1 student falls below a 2.0 GPA, the placing agency must provide tutoring for the student at the placement agency's expense.
- may participate in graduation ceremonies but they will not receive a diploma unless all Salt Lake Academy graduation requirements are met. Make-up credits may be required; the time and expense are the responsibility of the student.
- may change host families and schools during the school year provided approval is obtained by the representative of the agency and from Planning and Enrollment.
- are not eligible for enrollment if they have previously graduated from high school or an equivalent, or whose class has graduated.
- are not eligible to participate in EL services. It is not the intent nor is it financially possible to extend EL services to foreign exchange students. If foreign exchange students are having



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difficulty speaking or understanding the English language, they may be placed in courses that do not require as much language proficiency.



4100 - Student Code of Conduct and Discipline

First Passed or Last Updated: 8/2023

Last Reviewed: 7/2024

I. Purpose

It is essential for Salt Lake Academy High School to maintain a classroom environment which allows teachers to communicate effectively with students in the classroom and to allow students to participate safely in activities. To assist Salt Lake Academy High School staff in maintaining this type of environment, the following policies, regulations and procedures apply to all students in attendance in Salt Lake Academy High School's instructional and support programs as well as at school-sponsored activities.

II. Policy

A. Discipline:

1. In alignment with with the purpose of this policy, and policy **1018 - Student Discipline**, the school shall annually update and publish in the Student-Parent Handbook the following:
 - a) Grounds for Suspension, Expulsion, or Change of Placement,
 - b) The School's Authority and Limitations to Suspensions and Expulsions,
 - c) Expectations for Parents and Guardians in Complying with the Student Code of Conduct and Disciplinary Procedures,
 - d) Due Process, Hearing- and Appeal Procedures, and,
 - e) ADA, IDEA, and 504-Specific Disciplinary Procedures and Limitations.
2. The school shall prohibit use of corporal punishment in all disciplinary actions.
 - a) Incidents or reports of staff use of corporal punishment against a student will be reviewed by the director.
 - b) If the director determines wrongful use of force has been implementing in punishment, the employee in question will be subject to probationary actions as outlined in policy **3007 - Career Educators, Provisional, and Probationary Statuses for Licensed Personnel**, or grounds for termination as outlined in policy **3008 - Orderly Termination Procedures**.
 - c) Appeals of the director's decision may follow the appellate procedures outline in the aforementioned policies.
 - d) Complaints or allegations of the director's conduct shall be completed through filling out a form in policy and procedure **6110 - Formal Complaints**.

B. Drug Testing:

1. Salt Lake Academy High School may administer drug tests in compliance with policy **4050 - Drug Testing**.
2. Results from a drug test may be used to determine disciplinary action.

C. Searches

1. Given Salt Lake Academy High School's custodial responsibility to preserve a safe environment for all students and staff, school officials have the authority to



conduct reasonable searches of students and student property. To protect individual rights and guard against excessive intrusion, searches may be conducted with the student's consent; or without the student's consent when school officials have reasonable suspicion to believe a student possesses evidence that a policy or law has been violated.

2. The search must be reasonably related to the suspicion and not excessively intrusive. Whenever possible, another staff member shall be present at any search of a student or student property.
3. A school official may at any time request assistance of the appropriate law enforcement agency having jurisdiction over the facilities of the school. All contraband discovered in a search by school officials shall be immediately confiscated and turned over to law enforcement authorities if school officials have reason to believe the contraband is related to the commission of a criminal act.
4. Students have no right or expectation of privacy in school lockers, desks, or other storage areas.
5. Vehicles in the possession of students and parked on school premises may be searched.
6. Authorized searches of a student's person include;
 - a) the student's pockets purses, briefcases, backpacks, or any objects in the possession of the student;
 - b) a "pat-down" of the exterior of the student's clothing;
 - c) removal of an article of exterior clothing such as a jacket, shoes, socks, and a student's electronic device if warranted and to the extent warranted.
7. If this limited search does not turn up suspected contraband and school officials have reasonable suspicion that the student is concealing contraband in his/her inner clothing law enforcement authorities shall be summoned immediately to conduct further search and investigation.
8. The school principal, in conjunction with local law enforcement officials, may determine when, and if, a specially trained detection canine shall be used in the school to search for drugs, weapons, or other contraband. The sniffing of school lockers, personal items, or a student's vehicle on school property may be permitted. A positive alert by a detection canine may be considered reasonable grounds for a school official to conduct a search of the locker, personal items, or vehicle as outlined in this policy.
9. The authorization to search shall also apply to all situations in which the student is under the jurisdiction of Salt Lake Academy High School, including all students participating in extracurricular activities and athletics, dually enrolled students, and students taking online courses, when applicable.
10. Parent Notification:



- a) School officials have no obligation to contact parents before detaining and questioning students, so that a parent should be notified.



4110 - Bullying, Cyber-Bullying, Harassment, and Hazing

First Passed or Last Updated: 8/2023

Last Reviewed:

I. Purpose

Bullying, cyber-bullying, harassment, and hazing of students and employees are against federal law, state law, and policy, and are not tolerated by Salt Lake Academy High School. Salt Lake Academy High School will implement prevention efforts where victims can be identified and assessed, and perpetrators educated, to create a safer school that provides a positive learning environment.

II. Definitions

A. Bullying means intentionally or knowingly committing an act that:

1. endangers the physical health or safety of a school employee or student and;
2. involves any brutality of physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, place of a harmful substance in the body, or exposure to the elements;
3. involves consumption of any food, liquor, drug, or other substance;
4. involves physically obstructing a school employee's or student's freedom to move; and
 - a) is done for the purpose of placing a school employee or student in fear of:
 - (1) physical harm to the school employee or student;
 - (2) or harm to property of the school employee or student.

B. Bullying is also commonly understood as aggressive behavior that:

1. is intended to cause distress and harm;
2. exists in a relationship in which there is an imbalance of power and strength; and is repeated over time.

C. 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.

D. Harassment means repeatedly communicating to an individual, in an objectively demeaning or disparaging manner, statements that contribute to a hostile learning or work environment for the individual.

E. Hazing means intentionally or knowingly committing an act that endangers the physical health or safety of a school employee or student and:



1. involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
2. involves consumption of any food, liquor, drug, or other substance;
3. involves other physical activity that endangers the physical health and safety of a school employee or student; or
4. involves physically obstructing a school employee's or student's freedom to move; and
5. is done for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event; or if the person committing the act against a school employee or student knows the school employee or student is a member of, or candidate for, membership with a school, or school sponsored team, organization, program, or event to which the person committing the act belongs to or participates in.

F. Retaliation - means an act or communication intended:

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

G. The conduct defined herein constitutes bullying, cyber-bullying, hazing or harassment, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

III. Prohibited Conduct

A. No school employees or student may:

1. engage in any form of bullying or harassing a school employee or student, on or about school property, on a school bus, at a school bus stop, or while traveling to or from a school location or school event, or at any school-related or sponsored activity regardless of location or circumstance;
2. engage in hazing or cyber-bullying a school employee or student.
3. engage in retaliation against a school employee; a student; or an investigator for, or witness of, an alleged incident of bullying, harassing, cyber-bullying, hazing, or retaliation; or
4. make a false allegation of bullying, cyber-bullying, harassment, hazing, or retaliation against a school employee or student.

IV. Investigation and Discipline

- A. Each reported violation of the prohibitions noted previously shall be promptly investigated and discipline determined in accordance with this procedure.



- V. Reporting Requirement
 - A. School employees who become aware of bullying, harassment, hazing, or related initiation activity, shall report such incidents immediately to the principal so that prompt and appropriate action can be taken. Any person who reports incidents of bullying, harassment or hazing shall fill out the correlating form in policy/procedure **6312 - Bullying, Cyber-Bullying, Harassment, and Hazing Form**. School personnel who fail to report incidents of bullying, harassment, or hazing to the school or Salt Lake Academy High Principal may face disciplinary action.
 - B. Students who observe hazing activities and fail to intervene or report the hazing to school officials may face disciplinary action for conspiring to engage in hazing.
- VI. Coordination with other Policies and Procedures
 - A. School employees who engage in any of these prohibited behaviors may be subject to individual investigation resulting in employment action. Bullying, harassing, or hazing that is found to be based on a protected class is further prohibited under federal anti-discrimination laws and is subject to provisions of Salt Lake Academy High School Nondiscrimination Policy.
- VII. Parental Notification of Certain Incidents and Threats
 - A. A school principal shall promptly notify a parent/guardian personally of:
 - 1. a parent/guardian's student's threat to commit suicide; or
 - 2. an incident of bullying, cyber-bullying, hazing, harassment, or retaliation involving the parent/guardian's student.
- VIII. Investigations:
 - A. Whenever the principal has reason to believe that school policies or procedures have been broken, he or she shall proceed with an investigation. However, if the principal believes that laws have been broken or child abuse has occurred, she/he shall request appropriate authorities to conduct the investigation.
- IX. Coordination with Law Enforcement:
 - A. The principal has the responsibility and the authority, within her/his respective jurisdictions, to determine when the help of law enforcement authorities is necessary.
 - B. The principal may invite law enforcement authorities to the school to:
 - 1. conduct an investigation of alleged criminal conduct on the school premises or during a school-sponsored activity;
 - 2. maintain a safe and orderly educational environment; or
 - 3. maintain or restore order when the presence of such authorities is necessary to prevent injury to persons or property.
 - C. Investigation Initiated by School Authorities of Criminal Conduct
 - 1. During an investigation for violation of school rules, it may become evident that the incident under investigation may also be a violation of criminal law. If the principal has reason to suspect that a criminal act has been committed and in the



opinion of the principal law enforcement authorities should be notified, the following procedure should be followed:

- a) The principal shall request that law enforcement authorities conduct an investigation during school hours and question students who are potential witnesses to the alleged criminal behavior.
- b) Unless circumstances dictate otherwise, questioning of the student by school officials shall not begin or continue until law enforcement authorities arrive.
- c) Under direction of the principal, a school official shall inform the student's parent or legal guardian as soon as possible that the student may have committed a criminal act and that law enforcement authorities will be or are involved in the investigation.

D. Release of Student to Law Enforcement Authorities

1. Law enforcement authorities may, without a court order, take a student into custody as outlined in Utah State Law. Where it is necessary to take a student into custody on school premises, law enforcement authorities shall:
 - a) contact the school principal and relate the circumstances necessitating such action;
 - b) consult with the school principal as to how an arrest is to be made in order to cause the least disruption to the school process;
 - c) when possible, have the school principal summon the student to the principal's office prior to taking the student into custody;
 - d) notify the parent or legal guardian of the action.
2. When a student has been taken into custody or arrested on school premises without prior notification to the school principal, school staff present shall encourage law enforcement authorities to inform the principal of the circumstances as quickly as possible. If the officers decline to tell the principal, the school staff members present shall immediately notify the principal.

E. Quelling Disturbances of School Environment

1. Law enforcement may be requested to assist in controlling disturbances of the school environment which a school principal has found to be unmanageable by school personnel, and has the potential of causing harm to students and other persons, or to property. Such circumstances include situations where a parent or member of the public exhibits undue aggression, incompliance with school rules and policies, or illegal conduct on or near school grounds, or at a school event, and who refuse to abide by a school principal's directive to leave the premises.

X. Coordination of Policies with Law Enforcement Authorities

- A. The director shall meet at least annually with local law enforcement authorities to discuss Salt Lake Academy High School's Student Conduct and Discipline Procedures



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and rules on law enforcement contacts. Law enforcement authorities shall be asked to inform their staffs about the terms of the Student Conduct and Discipline Procedures.



4200 - Head Injury

First Passed or Last Updated: 7/2024

Last Reviewed:

I. Purpose

This policy ensures head injuries sustained while in the care of Salt Lake Academy High School are assessed and treated appropriately.

II. Definitions:

A. Physical Activity:

1. Any fitness education class, sports practice or games, and/or physical activity at school.

III. Policy:

A. Salt Lake Academy High School shall designate the following qualifications and notifications as standard protocol for addressing potential head injuries:

1. All coaches and Physical Education teachers will be qualified to appropriately respond to sports injuries in accordance with state law.
2. As part of student registration, parent/guardian(s) must acknowledge Salt Lake Academy High School's head injury policy if their child participates in extracurricular school sports, or any physical activity during the school day.
 - a) Salt Lake Academy High School will include an annual notice regarding the school's head injury policy prior to the start of each school year.
3. Salt Lake Academy High School recognizes that the symptoms of a traumatic head injury includes, but are not limited to, the following:
 - a) Transient confusion, disorientation, or impaired consciousness;
 - b) Dysfunction of memory;
 - c) Loss of consciousness; and
 - d) Signs of other neurological or neuropsychological dysfunction, including: seizures, lethargy, fatigue, vomiting, headache, or dizziness, etc.

B. In the event that a child is suspected of sustaining a head injury, the child shall:

1. Be directly removed from the physical activity;
2. Evaluated according to state law; and
3. Will not be allowed to resume the sport or recreation activity on the same day the injury occurred, and furthermore, will be barred from returning to the activity



until all of the symptoms are gone and written medical clearance is provided, in accordance with state law.



4301 - Student Credit toward Graduation

First Passed or Last Updated: 4/2023

Last Reviewed:

I. Policy

Student credits shall be applied as coded in Aspire when courses are completed by students enrolled in SLAHS classes or from other accredited institutions according to the following administrative policy provisions:

- A. Accredited Institution through USBE: Salt Lake Academy shall accept credits and grades awarded to a student from a school or a provider accredited by an accrediting entity adopted by the Utah State Board of Education (USBE). Proof may be asked to be provided if Salt Lake Academy If they are not sure that the entity is accredited through USBE.
 1. Non-Accredited Source: Salt Lake Academy provides various methods for a student to earn credit from a non-accredited source, course work, or education provider, including:
 - a) Satisfaction of coursework by demonstrated competency, as evaluated by Salt Lake Academy staff;
 - b) Assessment as proctored and determined by Salt Lake Academy;
 - c) Review of student work or projects by a Salt Lake Academy administrator to determine if it meets our requirements and state requirements; and
 - d) Satisfaction of electronic or correspondence coursework, as approved by Salt Lake Academy administration.
- B. Salt Lake Academy may require documentation of compliance with Section [53G-6-204](#) before reviewing a student's home school or competency work, assessment or materials.
- C. Changes to official student transcripts will be applied, following state guidelines and procedures, when courses have been repeated and students have earned a higher grade, when students repeat a course that may serve to fulfill requirements for more than one state-required credit applicable toward graduation, or with administrative approval when a miscoded credit has been identified as applied in a student's course history.
- D. Salt Lake Academy has the final decision-making authority for the awarding of credit and grades from a non-accredited source (See Section 1 for what counts as an accredited institution) consistent with state law, and due process.



4302 - Private or Homeschool Participation in Assessments

First Passed or Last Updated: 7/2024

Last Reviewed:

I. Purpose

The school recognizes the statutory requirement for LEAs to administer the statewide assessment system to uniformly measure statewide student performance. The school further recognizes the public investment in statewide assessments, and supports an orderly and manageable process to allow private and homeschool students to participate in public school achievement tests if desired, in accordance with R277-604.

II. Policy:

It is the policy of the school to address parent requests for statewide testing of home school or private school students with the following administrative policy provisions:

A. Definitions

1. "Homeschool student" means a student who has been excused from compulsory education and for whom documentation has been completed under 53G-6-204 and R277-404-2.
2. "Private school" means a school that is not a public school but:
 - a) has a current business license through the Utah Department of Commerce;
 - b) is accredited as described in R277-410; and
 - c) has and makes available a written policy for maintaining and securing student records.
3. "Statewide Assessment" means, for SLAHS:
 - a) a high school assessment in grades 9 and 10;
 - b) a statewide English Language proficiency assessment;
 - c) the college readiness assessment;

B. Procedure for Statewide Assessments - Participation for Private Schools and Private School Students

1. Applications for participation in statewide assessments must be received by the director, or an assessment coordinator assigned to the task by the director, at least forty-five (45) days prior to the opening of the applicable assessment window. The director, or an assessment coordinator assigned to the task by the director, shall respond to the application in a timely manner.



2. Private schools that are interested in participating in statewide assessments must participate, at the school district's discretion, in the public school district where the private school is located.
 3. The number of private school students will be limited to space available after currently enrolled public school students have been accommodated.
 4. In the event that a private school student has an IEP or 504 Accommodation Plan in place requiring special accommodations, it is the responsibility of the private school to indicate such at the time of the application. The director, or an assessment coordinator assigned to the task by the director, shall review the requested accommodation(s) and determine the feasibility of the request. The private school shall be informed of the results of the determination prior to the testing date.
 5. A private school may request the following from the school district in which it is located:
 - a) an annual schedule of statewide assessment dates;
 - b) the location at which private schools may be tested; and
 - c) written policies for private school student participation.
 6. Private school students who are not Utah residents may participate in statewide assessments only by payment in advance of the full cost of individual assessments.
 - a) The director, or an assessment coordinator assigned to the task by the director, shall provide reasonable costs for the participation of Utah private school students in statewide assessments to be paid in advance by either the student or the student's private school.
 - b) The director, or an assessment coordinator assigned to the task by the director, shall provide an explanation of reasonable costs including administration materials, scoring, and reporting of assessment results.
 - c) The director, or an assessment coordinator assigned to the task by the director, shall provide notice to private school administrators of any required private school administrator participation in monitoring or proctoring of tests.
 7. Assessment results will be delivered electronically to the email address of the private school administrator indicated in the application.
- C. Procedure for Statewide Assessment Participation of Home School Students
1. Applications for participation in statewide assessments must be received by the the director, or an assessment coordinator assigned to the task by the director, department at least forty-five (45) days prior to the opening of the applicable assessment window. The director, or an assessment coordinator assigned to the task by the director, shall respond to the application in a timely manner.



2. A homeschool student may participate in statewide assessments only if the student has satisfied the home school requirements of 53G-6-204 and R277-404-2.
3. A homeschool student who desires to participate in statewide assessments must participate in the public school district in which the home school student's parent or legal guardian resides.
4. In the event that a homeschool student has an IEP or 504 Accommodation Plan in place requiring special accommodations, it is the responsibility of the applicant/parent to indicate such at the time of the application. The director, or an assessment coordinator assigned to the task by the director, shall review the requested accommodation(s) and determine the feasibility of the request. The applicant/parent shall be informed of the results of the determination prior to the testing date.
5. A homeschool student or parent may request the following from the director, or an assessment coordinator assigned to the task by the director, in which the home school student or parent resides:
 - a) an annual schedule of statewide assessment dates;
 - b) the location at which the home school student may be tested; and
 - c) written policies for home school student participation.
6. The school may not require a homeschool student to pay a fee that is not charged to traditional students.
7. The director, or an assessment coordinator assigned to the task by the director, shall provide notice to homeschool students or parents of any required parent or adult participation in monitoring or proctoring of tests.
8. Assessment results will be delivered electronically to the email address of the student's parent indicated in the



4303 - Student Transportation

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose:

The school recognizes the need for school bus discipline in order to assure the safety and well-being of school bus passengers, drivers, and others. This policy establishes guidelines for school bus discipline. The privilege of riding the bus is conditional upon compliance with this policy.

II. Policy:

School bus privileges and discipline shall be administered according to the following administrative policy provisions:

- A. The school does not run a traditional bus route and is not required to provide transportation to or from the building to any student.
 1. The bus serves as a shuttle to predesignated locations, and the privilege to utilize this service is contingent upon student compliance with transportation and behavioral policies and procedures.
 2. If a student loses bus privileges, it is the responsibility of the parent or legal guardian to ensure continued, punctual transportation to and from the building.
 3. Student privileges will not be revoked without following the procedures outlined below.
- B. The school bus driver shall be responsible for maintaining discipline when traveling on a regular bus route, on a field trip or activity run, and while loading and unloading students.
 1. The school bus driver has authority to stop any student behavior which is disruptive, distracting, hazardous, in violation of policy, or in any way poses a threat to safety.
 2. When student passengers are accompanied by a supervising adult, the bus driver shall work through the adult to see that discipline is maintained. The supervising adult is responsible to assure proper student conduct on the school bus.
- C. In providing transportation services, the school bus driver shall adhere to the following:
 1. The driver shall travel prescribed routes except when emergency conditions necessitate a route change.
 2. The driver shall stop the bus to load and unload students only at authorized bus stops or as designated by field trip or travel plans.



3. Eligibility for bus service shall be based on school and state guidelines.
 4. The driver may make seating assignments.
- D. In order to assure that school buses provide a clean, safe environment, the following regulations shall be observed:
1. Students shall not be allowed on the bus unless the driver is present.
 2. Students shall not consume drinks or food items on the bus except when unusual circumstances warrant a special clearance from the driver.
 3. No illegal substances, hazardous materials, nuisance items, or animals shall be brought aboard the bus, except approved service animals as required by law.
 4. Bus doorways, steps, aisles, and driving compartments shall be kept free of students, equipment, personal items, etc.
 5. Incidents of vandalism shall be investigated and restitution sought for damages.
- E. Students who bring a weapon or facsimile of a weapon on the bus or who commit arson, burglary, larceny, criminal mischief, battery or assault, or engage in activities which violate federal, state or local laws, shall be disciplined in accordance with the procedures outlined in the Student-Parent Handbook as outlined by stipulations of policy **4100 - Student Code of Conduct and Discipline**.
- F. The following procedures shall be implemented when a rule of student conduct is broken which does not constitute specific, school-wide prohibited behavior as outlined in the Student-Parent Handbook:
1. First Minor Offense:
The driver shall give a verbal warning.
 2. Repeated Minor Offenses and Serious First Offenses:
The driver shall report the incidents to the Dean of Students, who will meet with the student and determine necessary disciplinary actions.
 3. Continuing Problems and Repeated Serious Offenses:
The driver shall report the incidents to the Dean of Students, who will request a parent or guardian join as the Dean holds a conference to meet with the student and determine necessary disciplinary actions.
- G. Disciplinary procedures for serious or repeated violations of the rules of student conduct:
1. The school administrator shall hold a conference with the offending student.
 2. The school administrator shall notify parents of the school bus incident.
 3. The school administrator shall determine appropriate disciplinary action; i.e., reprimand, place on probation, conference with parents, etc.
 4. If the student's riding privileges are in question, a conference must be held with the student, parent, bus driver, and school administrator to determine appropriate corrective action.



5. The student's due process rights are to be assured according to guidelines required by policy **4100 - Student Code of conduct and Discipline**, and as outlined in the Student-Parent Handbook.
- H. When student behavior poses an immediate threat to safety, the bus driver shall do the following:
1. Stop the bus and identify the student(s) involved.
 2. Restore order.
 - a) An offending student may not be ejected from the bus except at the regular bus stop or at the school.
 - b) If order cannot be restored, the driver shall call for assistance from the administration or local police department.
 3. Corrective disciplinary measures shall be determined by the school administrator according to the procedures required by policy **4100 - Student Code of conduct and Discipline**, and as outlined in the Student-Parent Handbook.



4304 - Student Parking

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose:

The school recognizes the need for staff to have accessible parking to meet the needs of students, the school, and job requirements in a consistent and punctual manner. The school also recognizes the benefits provided when students maintain the privilege of transporting themselves to and from the school with adequate parking. To address these matters, the school has established the following policy:

II. Definitions:

- A. Main Parking Lot - The sole parking lot owned by the school and located directly in front of the main entrance to the school. It is the first, right-hand exit, of the roundabout when approaching the Zion's Bank Stadium to access the main entrance to the school.
- B. Overflow or Student Parking Lot - This is the larger parking lot, east of the main parking lot, on the left-hand side when approaching Zion's Bank Stadium to access the main entrance to the school, and the second exit from the roundabout.
- C. Rear Parking Lot - This lot is located on the west side of the school and south of the Zion's Bank Training Facility.

III. Policy:

A. Parking Privileges:

- 1. It is the responsibility of the parent(s) and/or legal guardian(s) of any student to ensure transportation to and from the building.
- 2. It is not required that the school provide parking for students, however,
 - a) The school recognizes that many families rely on the student's ability to drive themselves to and from the building to accommodate familial schedules and/or make use of resources available to the student and family.
 - b) The school will therefore make consistent efforts to make student parking possible and accessible.
- 3. While recognizing the benefits of student parking accessibility, the school must sustain day-to-day business operations and maintain order and safe practices in the parking lots.
- 4. The regulations and consequences outlined below have been adopted to sustain student parking privileges in the vast majority of cases while providing recourse to behaviors that hinder school operations.



5. When students exhibit extreme violations beyond the scope of the guidelines below, or when behavioral or safety concerns for a student are determined likely to be mitigated through parking restriction by the school administration, parking privileges may be suspended for a student. In these instances, the administration will conduct conferences with, and provide guidelines for, students and families or caregivers of students involved.
- B. Students **may not** park in designated parking in the Main Parking Lot.
1. A number of parking spots in the main two rows are designated and marked-off for staff and visitor parking.
 - a) In order to effectively conduct day-to-day business and operations as a school, there must be space available for visitors and access for the coming and going of school employees and business partners.
 - b) Student parking in designated spots is prohibited to ensure the requisite space for this reason.
- C. Students **may not** park in the Rear Parking Lot.
1. The lot is not school property, and while the proprietors permit a limited number of staff to use their lot, the permission is not extended to students.
- D. Students may park in the Student Parking Lot.
1. While this lot is not owned by the school, its proprietors have graciously extended the privilege of parking there to students.
 2. The Student Parking Lot is where most students will have to park.
- E. Students may additionally park *unmarked spots* in the Main Parking Lot.
1. While the designated parking spots are prohibited to maintain smooth business operations, there are additional, unmarked spots which may be available in the school-owned, Main Parking Lot.
 2. Unmarked spots are permissible for student parking when available upon a student's arrival to the building.
- F. Consequences for Parking in Staff- or Visitor-Designated Spots:
1. When school staff discover vehicles suspected to have been parked in violation of student parking policy, they will compare vehicle information with school records and determine if this is a first or repeated violation.
 2. First violation; warning:
 - a) When a student is discovered to have parked in a staff- or visitor-designated spot, the license plate, make, and model of the vehicle will be recorded and a warning citation will be posted on the windshield, under the windshield wiper.
 - (1) The warning will remind the student of school policy regarding student parking, permissible parking practices, and explain further potential consequences for repeated violations.



- (2) The warning will further clarify to its recipient that if they are not students, they may clear the citation from school records by discussing the incident and warning with office staff.
3. Repeated violation; third-party boot or tow if prior violation(s) remain on record:
 - a) When a student is discovered to have parked in a staff- or visitor-designated spot, and the license plate, make, and model of the vehicle match school records indicating the operator of this vehicle has previously received a warning, the vehicle may be booted or towed by a third party.
 - (1) Failure to comply with parking requirements and warnings communicated by the school may result in the booting or towing of the vehicle at expense of the vehicle's owner and/or the student in violation.
 - (a) Boots and towing are not performed by SLAHS staff. If a violation warrants such actions, the school will enlist the services/business of a third party to place a boot on the vehicle or tow it from the lot.
 - (b) Once the third party has been contacted, resolution of the matter is to be handled between the operator and/or owner of the vehicle in question and the third party.
 - (c) Removal of any boots from any vehicles in the lot and retrieval of any vehicles from towing businesses is a matter that must be handled with the proprietor or employee(s) of the business which placed the boot or towed the vehicle.
4. Means by which Students May Avoid Boot or Tow after a Warning:
 - a) Students who receive a warning but comply with parking policies thereafter will not be assessed any fees nor risk third-party intervention and the associated costs with removing a boot or retrieving a vehicle from a towing company.
 - b) Students who have received a warning may *electively* pay an *optional* fee to have their initial parking violation removed from school records.
 - (1) If a student opts to pay to have their violation records removed, and their vehicle is again discovered parked erroneously in a staff- or visitor-designated spot, the incident will be handled the same as a first violation. A warning will be issued, their vehicle information will be noted, and any consequences for subsequent violations may:
 - (a) be avoided by complying with parking policies thereafter,
 - (b) be avoided by elective payment of an optional fee to remove the parking violation record, or,



(c) result in the towing or booting of the vehicle by a third party at the student and/or owner's expense.



4400 - Supervision of Students in School Sponsored Activities

First Passed or Last Updated: 12/2023
Last Reviewed:

- I. Salt Lake Academy Coaches and Leaders as Role Models and Supervisors
 - A. Salt Lake Academy coaches and other designated school leaders shall diligently supervise student athletes at all times while on school-sponsored activities, including supervising students:
 - 1. on the field, court, or other competition or performance sites;
 - 2. in locker rooms, in seating areas, in eating establishments, and in lodging facilities;
 - 3. while traveling.
 - 4. Salt Lake Academy coaches and designated school leaders are responsible for students on school property following a school-sponsored activity.
 - B. A Salt Lake Academy coach or other designated school leader may not use alcoholic beverages, controlled substances, or participate in promiscuous sexual relationships while on school-sponsored activities.
 - C. Salt Lake Academy coaches, assistants and advisors may not:
 - 1. use abusive, or profane language while engaged in school related activities;
 - 2. permit 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.
 - D. Salt Lake Academy Coaches, assistants, and advisors shall complete all relevant training on bullying, cyber-bullying, hazing, and retaliation. All staff members as referred to here will complete relevant training refreshers as and when required.
- II. Athletic and Activity Clinics.
 - A. Salt Lake Academy personnel, activity leaders, coaches, advisors, and other personnel may not require students to attend out-of-school camps, clinics, or workshops for which the personnel, activity leaders, coaches, or advisors receive remuneration from a source other than the school or district in which they are employed.
 - B. Required or voluntary participation in summer or other off-season clinics, workshops, and leagues may not be used as eligibility criteria for Salt Lake Academy team



membership, participation in extracurricular activities, or for the opportunity to try out for school sponsored programs.



4401 - Counseling and Guidance

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

This policy designates the role of school counselors as the primary support system for Student Education and Occupation Plans (SEOP), also referred to as Plans for College and Career Readiness, and more generally, their role in the school's counseling and guidance program.

II. Definitions:

- A. **School Counselor:** An educator licensed as a school counselor, consistent with Utah Admin R277-506, and assigned to provide counseling and information to students to make appropriate educational and career choices.
- B. **SEOP/Plan for College and Career Readiness:** A Student Education Occupation Plan includes a developmentally organized intervention process consisting of:
 - 1. A written education plan, updated annually, for secondary student's (grades 7-12);
 - 2. All state and Salt Lake Academy High School's graduation requirements;
 - 3. Evidence of parent/guardian(s), student, and school counselor involvement as state regulations dictate;
 - 4. Attainment of approved workplace skill competencies, including job placement if appropriate; and
 - 5. Identification of post-secondary goals and approved sequence of courses.

III. Policy:

- A. **School Counselor's Services to Students:**
 - 1. School counselors provide counseling and information to students to make appropriate educational and career choices. Their duties include:
 - a) Assisting students in college and career development (job seeking/finding skills);
 - b) Focusing on post-high school placement; and
 - c) Recognizing and addressing the needs of diverse students.
- B. **School Counselor's Requirements for Providing Counseling and Guidance:**
 - 1. The counseling and guidance program is the organization of resources to meet the immediate needs of students and inform and involve parent/guardian(s) through the following means:
 - a) School guidance curriculum;



- b) Individual student planning (i.e. SEOP/Plan for College and Career Readiness);
 - c) Responsive services and dropout prevention activities to address the needs of students; and
 - d) System support, focused on managing the program and addressing the needs of the school.
2. School counselors shall provide evidence to the State Office of Education that counseling and guidance programs contribute to student achievement.
3. School counselors shall provide evidence to the State Office of Education that 85% of aggregate counselors' time is devoted to direct service to students through a balanced program of:
 - a) Individual student planning;
 - b) School guidance curriculum; and
 - c) Responsive services.



4402 - Health and Wellness

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

This policy exists to establish parameters for health and wellness initiatives at Salt Lake Academy High School. Nutrition and physical education are essential components of the wellbeing of our students. The Health and Wellness Policy is following wellness policy guidelines established by the USDA.

II. Policy

A. The administration shall:

1. Establish a comprehensive health and wellness plan.
2. Ensure the compliance with board policy and accountability to the established plan.
3. Ensure a comprehensive evaluation of the established plan takes place every 3rd year.

B. Nutrition education shall be emphasized in each classroom through enhanced curriculum and other initiatives.

C. Physical Activity

1. The school shall continually strive to help students grow in alignment with the school's mission and vision's emphasis on physical activity.
2. Movement breaks shall be incorporated into the classroom

D. Social and Emotional Wellness

1. Incorporate restorative practices and mindfulness to build healthy relationships
2. Celebration and rewards shall be consistent with the school's PBIS plans

E. Staff Wellness and Health Promotion

1. Staff are encouraged and supported in making healthy nutrition choices during the work day.
2. Professional development within the realm of health and wellness for teachers and support staff shall be provided annually.

F. Stakeholder Engagement

1. At least one event shall be held each school year that brings the school and the local community together in celebration of health and wellness.
2. Shall promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year.



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4403- Medical Recommendations by School Personnel

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

- I. Legal Authority/Requirement:
 - 20 USCA 1412(a)(25) IDEA Prohibition on Mandatory Medication
 - UCA 53A-11-605 Medical Recommendations for Children
 - UCA 53A-13-302 Activities Prohibited Without Prior Written Consent
- II. Purpose:
 - A. Salt Lake Academy High School recognizes that the decision for a student to see a healthcare professional or use medication is a parental concern.
 - B. In working with students, school personnel may be in a position to make or give recommendations to parents/guardians which impact their children's education.
 - C. The purpose of this policy is to clarify for school personnel and parents/guardians the recommendations or directions that school personnel may make or give to parents/guardians about seeing healthcare professionals or using specific medications for their children.
- III. Allowable Educator Communications
 - A. Nothing in this policy shall be interpreted as discouraging general communication not prohibited by this policy between school personnel and a student's parent/guardian.
 - B. School personnel may provide information and observations to parents/guardians about their children. Such information or reports may include observations and concerns in the following areas:
 1. Progress
 2. Health and Wellness
 3. Social Interactions
 4. Behavior
 5. Topics consistent with FERPA and IECHS Policy.
 - C. School personnel may communicate information and observations between school personnel regarding a student.
 - D. School personnel may refer students to other appropriate school personnel and agents, including referrals and communication with a school counselor or mental health professionals working within the school.
 - E. School personnel may consult or use appropriate healthcare professionals in the event of an emergency while the student is at school, consistent with response plans.
 - F. School personnel may exercise their authority relating to the placement within the school or readmission of a student who may be or has been suspended or expelled for a violation of the Student Discipline Policy.



- IV. Prohibited Educator Communications
 - A. School personnel shall not recommend to a parent that a child take or continue to take a psychotropic medication.
 - B. School personnel shall not require that a student take or continue to take a psychotropic medication as a condition of attending school.
 - C. School personnel shall not recommend that a parent seek or use a type of psychiatric or psychological treatment for a child.
 - D. School personnel shall not conduct a psychiatric or behavioral health evaluation or mental health screening, test, evaluation, or assessment of a child except where this conflicts with the IDEA.
- V. Medical Recommendations and Mandatory Abuse Reporting
 - A. In compliance with State law (UCA §62A-4a-403), school personnel are required to report suspected child abuse.
 - B. Unless failure to take action would present a serious, imminent risk to the child's safety or the safety of others, school personnel may not make a child abuse or neglect report to authorities solely or primarily on the basis that a parent refuses to consent to:
 - 1. A psychiatric, psychological, or behavioral treatment for a child, including the administration of psychotropic medication to a child; or
 - 2. A psychiatric or behavioral health evaluation of a child.
- VI. Allowable Recommendations by School Mental Health Professionals/ Counselors
 - A. A school counselor or other mental health professional working for Salt Lake Academy High School 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. Conduct a psychiatric or behavioral health evaluation or mental health screening, test, evaluation, or assessment of a child in accordance with the FERPA and Salt Lake Academy High School policy.
 - 4. Provide to a parent/guardian, upon the specific request of the parent/guardian, a list of healthcare professionals or providers, including but not limited to licensed physicians, psychologists, or other health specialists.
- VII. Training
 - A. Appropriate school personnel shall receive training from their supervisor on the provisions of this policy.
- VIII. Penalties for Violation
 - A. Intentional violation of this policy may subject school personnel to discipline consistently with state law and Salt Lake Academy High School policy.



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4500 - Athletics Handbook

[Link to Current Student Athlete Handbook for Salt Lake Academy High School](#)



5000 - Instruction Policies



5010 - Selection of Instructional Materials

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

This policy establishes the protocol for the selection and review of instructional materials at SLAHS

II. Definitions

- A. **Instructional Materials:** Systematically arranged content in text, digital, and audio format which may be used within the state curriculum framework for courses of study by students. These materials:
1. Shall be designed for student use;
 2. May be accompanied by or contain teaching guides and study helps;
 3. Shall include all textbooks, workbooks, online resources, and student materials necessary for full participation in coursework; and
 4. Shall be high quality, research-based and proven to be effective in supporting student learning.

III. Policy

- A. School administration responsible for the selection and review of all instructional materials in order to enrich and support school curriculum and state academic standards.
- B. All instructional materials shall be selected in conformance with:
1. Applicable state and federal laws and state academic standards (Utah Admin R277-469);
 2. SLAHS's mission and vision; and
 3. Instructional materials criteria approved by the board, or direct approval from the board, as recommended by the director.
- C. Instructional materials shall:
1. Provide comprehensive coverage of course content;
 2. Remain consistent with the varied needs, abilities, and maturity levels of students;
 3. Stimulate student growth in conceptual thinking, depth of knowledge, factual accuracy, physical fitness and literary and ethical standards;
 4. Foster respect and appreciation for cultural diversity of American life and varied perspectives;



5. Present objectively the concerns of and build upon the contributions, current and historical, of both sexes, and members of diverse religious, ethnic and cultural groups;
 6. Monitor and modify in all instructional materials, bias pertaining to protected groups.
- D. The administration is responsible for:
1. Examining donated instructional material from outside entities or individuals to insure that such materials meet the criteria established by the school and approved by the board;
 2. Reviewing the selection of both core and supplemental instructional materials selected by teachers in curriculum development as well as classroom observations;
 3. Publish board meeting agenda on the school website and include when any materials are to be reviewed, ensuring the public is allowed to comment; and
 4. Providing timely notice to publishers with whom the school contracts for instructional materials that all materials shall be provided consistent with Utah Admin R277-469-3(D).



5015 - Instruction in Sexual Health

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

It is the primary responsibility of parents to provide sex education for their children. It is the responsibility of the school to provide supportive instruction that will complement the efforts in the home. The school administration shall conduct instruction on health, family life, character, refusal skills, and the harmful effects of pornography within the framework of guidelines established by the Utah State Board of Education (USBE) and as approved by Salt Lake Academy High School Board.

II. Policy

- A. Sex education is best described as that part of character education that develops a reverence and respect for birth and life, respect for the human body, respect for parenthood, and a respect for moral standards. It includes instruction to develop understanding of the physical, mental, emotional, social, economic, and psychological phases of human relations as they are affected by male and female relationships. It includes more than the anatomical and reproductive information, and it emphasizes the development of positive attitudes, and provides guidance for building healthy relationships.
- B. Programs and materials relating to sex education and abstinence shall be based on curriculum approved by the Utah State Board of Education (USBE).
- C. All instructional materials shall be medically accurate and evidence based.
- D. Sex education shall be conducted within the framework of already existing courses such as Health, Biology, Psychology, Family and Consumer Science, and Physiology.
- E. Responsibilities of the school;
 1. The school shall involve community representatives and school personnel as members of a Health Education Committee. The Health Education Committee will review commercial materials, teacher prepared materials and professional programs considered for school use. Media, instructional materials and technology applications approved for use will be published and distributed to the school.
 2. The Health Education Committee shall include a minimum of the following: one (1) administrator, one (1) parent representative, and one (1) high school health teacher. Proposed courses of study, instructional units, and teaching materials relating specifically to sex education shall be screened by the Health Education Committee, and the approved list shall be submitted to Salt Lake Academy High



School Administration for review and recommended approval to the board.
Approved materials are available for public viewing by request.

3. The Health Education Committee shall review and report data to the local school board every two years as required by law.
4. Violators of USBE policy are to be reported to the State Board Commission.
5. Provide training for health educators, allowing them to review USBE rules and instructional materials once every three years.

F. Responsibilities of SLAHS Health Educators

1. Parent approval shall be obtained by sex education teachers in writing, using the USBE consent form. Materials that will be used in school presentations will be made available to parents upon request prior to the presentations taking place. Selected programs must come from the published, approved list.
2. New teachers are required to attend a state-sponsored professional development as they begin their career. Thereafter, teachers must complete a required professional development once every three years.
3. Use instructional materials that are medically accurate and aligned with the Utah Health Core. Teachers may respond to students' questions to provide accurate data or correct inaccurate or misleading information.



5100 - Curriculum Development and Approval

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

Increasing student growth and achievement is one of the primary goals of the Board of Education. The Board recognizes that curriculum development and revision are an integral part of the educational process and are essential if the school system is to offer educational programs that will increase growth and achievement and accomplish the following to meet student and community needs:

- A. Provide appropriate, effective professional development for teachers which will promote high-level student growth and achievement.
- B. Support effective coordination and articulation of school learning experiences.
- C. Provide instruction that is relevant and responsive to the ever-changing world. Therefore, the administration shall continually develop programs, procedures and goals to assist in the development and improvement of curriculum. These curriculum development procedures should involve teachers, administrators, the Board, students and citizens of the community, as the responsibility for success is one that is mutually shared. Curriculum, in this context, is used to refer to all planned learning experiences of students both in class and out of class which are conducted by the school.

II. Policy

- A. Instruction is the primary function of the school; therefore school administration will direct and facilitate activities that will upgrade and keep current the curriculum policies, guidelines and programs in the school.
 - 1. Master planning for the entire school system shall be developed and shall provide for evaluation, research and experimentation as well as systematic processes and orderly procedures and practices.
 - 2. Curriculum development shall be implemented for specific purposes to meet needs identified by the school.
 - 3. The principal is the educational/instructional leader of the school. Implementation of curriculum and instruction in the classroom and in the school shall take place under the direction of the school principal and shall include staff development, planning, and supervision of professional personnel.
 - 4. Curriculum decisions will be based upon careful study and consideration of five (5) major areas:
 - a) The state standards or strands for a given subject;



- b) Improvement of instruction with accountability for student learning and student results;
 - c) The learner and the implementation of best practices associated with the learning process according to valid and reliable research and evidence;
 - d) New developments in subject, subject fields, and in specific subject competency; and
 - e) Formative and summative data.
5. Curriculum development shall include the following individuals and groups:
- a) School administrators, consultants, and staff specialists shall provide leadership in master planning, coordination of programs and dissemination of information.
 - b) Principals and teachers shall engage in local school improvement activities that align curriculum with effective and appropriate instruction, and formative and summative assessments.
 - c) Students' needs, abilities, interests and talents shall be included in the development of curriculum designs.
 - d) Parents/guardians and/or patrons may be consulted regarding major curriculum changes and shall be included in ad hoc study groups.
 - e) State specialists, university instructors and other experts may be used as resource persons when necessary.
6. To avoid unnecessary duplication of curriculum effort and to expedite the exchange of curriculum ideas, the administration will coordinate school-level curricular projects or activities.
7. The administration shall establish procedures and guidelines ensuring the orderly formation, coordination and communication of curriculum development activities to staff.



5200 - Language Access Plan

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Purpose

It is the policy of Salt Lake Academy High School to include parents, guardians and school stakeholders in the educational process of their students, no matter the language. Communication and assistance will be provided to engage families in the educational process as a partner in the education of their student(s). The purpose of this policy is to develop and administer a policy consistent with [Utah Code 53G-7-22](#) to provide services for English language learner students.

II. Policy

- A. In order to provide support to families with engagement in the event of language barriers, the policy shall be administered in accordance with the following administrative policy provisions:
 1. Coordinating services for English language learner students within the school shall be the responsibility of licensed ELL staff in collaboration with school administration.
 2. Determination of Primary Language
 - a) Parents or guardians will document the primary language spoken during student registration.
 - b) Within thirty (30) days of the start of a student's first school year, or within ten (10) days of a student's enrollment or re-enrollment at a date that falls after school begins, the LEA will make the determination of whether the student may need language services, screen students accordingly, and notify parents of services available to them and their student.
 3. When an interpreter is needed, the school will follow the following criteria:
 - a) Students under the age of 18 may not be used.
 - b) Family members over the age of 18 may be used at the parent's request.
 4. Translation, or translation services or software, and interpretation shall be provided for the following items upon request or identified need, and when appropriate and reasonable. This list includes but is not limited to:
 - a) School activities
 - b) Impromptu and scheduled office visits or phone calls
 - c) Enrollment or registration processes
 - d) IEP process



- e) Student educational and occupational planning processes
 - f) Fee waiver processes
 - g) Parent engagement activities
 - h) Student disciplinary meetings
 - i) School community councils
 - j) School board meetings
 - k) Other school or district activities
 - l) Other interactions between the parents of a student learning English and educational staff
5. Translation of critical communication will include, but is not limited to:
- a) Use of contracted interpreting services for on-site/over-the-phone interpreter
 - b) Work with the school to ensure critical communication is communicated with all parents
 - c) Student-specific critical information will be provided in the covered language for the following, but not limited to, a student's:
 - (1) Health
 - (2) Safety
 - (3) Legal or disciplinary matters
 - (4) Entitlement to public education or placement in any special education, English language learner, or non-standard academic program.
6. Responding to Complaints
- a) When a complaint for violation of this policy is submitted to the school principal, responses will follow established formal complaint procedures as outlined in policy **6110 - Formal Complaints**.



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5900 - Special Education Policies and Procedures

[Link to Manual](#)



6000 - Procedures and Appendices



6110 - Formal Complaints

First Passed or Last Updated: 4/2023

Last Reviewed:

6111 - Definitions:

- **Complainant** - Any person or group of persons aggrieved by a decision or condition falling under a protected class, policy, or state or federal law.
- **Complaint Officer**/Title IX/Title VI Coordinator - The SLAHS employee or employees designated to review complaints regarding alleged violation of policy, state law, and/or federal law and charged with the responsibility of investigating or overseeing the investigation of complaints.
- **Other Responsible Administrator** - Any principal or administrator with whom you'd prefer to file a complaint, *only* in the event that our Complaint Officer is the Respondent of your Complaint.
- **Respondent** - An individual who is alleged to be the perpetrator of conduct that violated school policy, state law, protected rights, or federal law.
- **Formal Complaint** - A written complaint which:
 - Provides a detailed statement of the alleged violation.
 - Sets forth an allegation that there has been a violation of school policy, state law, protected rights, or federal law.
- **Formal Complaint Specific to Title IX** - A document filed by a Complainant (or parent/guardian) or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the school investigate the allegation. Please note that current federal Title IX regulations require both the Complainant and the Respondent receive a copy of this completed form as well as access to evidence gathered during the investigation.
- **Formal Complaint Specific to Title VI** - A document filed by a Complainant (or parent/guardian) or signed by the Title VI Coordinator alleging discrimination against a Respondent and requesting that the school investigate the allegation.

6112 - Purpose:

Salt Lake Academy High School does not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, disability, or age in its programs, activities, hiring, and employment practices.

The Board recognizes the need for a complaint process and delegates to the administration the authority to implement a procedure regarding complaint procedures for personnel, parents, students,



and the community who feel they have been or have witnessed someone being discriminated against, and when they see behavior out of alignment with school policy, national, or state law.

6113 - Requirements of Procedure:

SLAHS administration shall treat all parties involved in this process equitably, and if the complaint is directed at an individual, shall act with a presumption of innocence. Administration will ensure for the objective evaluation of evidence and will act within reasonably prompt timeframes, or as directed by a specific policy. The complainant may have an advisor of their choice to represent them during the complaint process. However, if the complainant is a minor, the school may be required by law to involve the parents and guardians.

Hazing, Harassment & Bullying:

See the SLA Student Handbook for processes specific to these issues, including student to student harassment.

Retaliation Prohibition:

Salt Lake Academy High School (SLAHS) strictly prohibits any form of retaliatory action against persons who raise issues or ask questions, make reports, participate in an investigation, refuse to participate in suspected improper or wrongful activity, or exercise rights protected by law.

SLAHS prohibits retaliation even if the concerns raised are not confirmed following an investigation. However, an employee may be subject to adverse action if the employee knowingly made a false allegation, provided false or misleading information in the course of an investigation, or otherwise acted in bad faith.

This policy does not exempt employees or students from the consequences of their own misconduct or inadequate performance, and self-reporting such issues is not protected. The policy also does not prevent SLAHS from managing employee/student performance and addressing conduct issues after an employee/student has engaged in protected acts, so long as the protected acts are not the reason for the performance management.

Any SLAHS employee or student who retaliates against an employee, student, parent or community member who engages in a protected reporting activity or who otherwise violates this policy is subject to disciplinary action, up to and including termination of employment.



Emergency Removal:

SLAHS may remove a complainant or alleged offender from the school's education programs or activities on an emergency basis if an immediate threat to physical health or safety is evident. Notice will be provided, as well as the right to appeal, though the school reserves the right to place employees on administrative leave while investigations are ongoing.

6114 - Appeals

Administration shall provide multiple resolution steps throughout this process. In the event that the complaint remains unresolved at the termination of this complaint procedure, the complainant is free to pursue such litigation or statutory remedy as the law may provide.

Employees should exhaust all complaint procedures before seeking other legal remedies.

6115 - Administration Policy:

It is the policy of the administration to address complaints alleged with the following administrative policy provisions:

Procedure; Formal Complaints

Step I - Any person or groups of persons alleging a complaint is encouraged to resolve the problem, if possible, through an informal discussion with the person, the immediate supervisor, or the school's principal. If this is not satisfactory, the complainant may file at Step II.

Step II - Other than in the case of sexual harassment allegations (see Title IX below), the complaint should be filed, in writing, within thirty (30) calendar days of the date the complainant knew or should have known of the circumstances which precipitated the complaint.

Any person or groups of persons submitting a written complaint to the school's Complaint Officer and should include:

- the name(s);
- the person's role at the school (student, employee, or third-party);
- the date, and with whom, this issue was discussed per Step I (if applicable);
- if known, the provision of school policy or state/federal law alleged to have been violated, misinterpreted, or misapplied;



- detailed statement of the complaint; and
- requested action to resolve the complaint.

The statement must be signed by the employee and dated.

Should the complaint be directed at the Complaint Officer, the statement may be submitted to the school's Other Responsible Administrator(s) and vice versa.

Forms for Title IX complaints, Title VI complaints, and general formal complaints can all be found in the succeeding policies of this document.

Step III - An Investigatory Committee may be activated at this step only. (See Miscellaneous Provisions)

- The complainant shall prepare and file another statement with the complaint officer at Step III.
- The Investigatory Committee or the complaint officer shall investigate the complaint with the parties concerned in the complaint within twenty calendar days of the complaint having been filed at Step III.
- The complaint officer shall issue a written report setting forth his/her findings and recommendations for the resolution of the complaint within eight (8) calendar days after the conclusion of the investigation.
- The complaint shall be considered resolved if the complainant and the school accept the recommendations of the complaint officer, or if the complainant fails to file the complaint at Step IV within the time limits set forth herein. If no written report has been issued within the time limits set forth above, or if the complainant or school shall reject the recommendations of the complaint officer, the complainant shall be authorized to file the complaint at Step IV.

Step IV - Processes and timelines for further appeals

- If the complainant rejects the recommendations of the complaint officer, the Investigatory Committee, or the complaint officer fails to issue a written report in the time specified, the complainant shall have fourteen (14) calendar days to request that an impartial hearing examiner be selected to hear the complaint.
- Within fourteen (14) calendar days of receipt of the request, the complaint officer and the complainant shall meet together to agree upon a mutually acceptable impartial hearing examiner. (See Miscellaneous Provisions)
- The impartial hearing examiner shall submit written recommendations to the principal and the complainant within fourteen (14) calendar days after the hearing.



- The principal shall, within eight (8) calendar days, submit in writing to the complainant the school's decision to reject or accept the impartial hearing examiner's recommendation.

Miscellaneous Provisions

- Although completion of the steps listed above will expedite the school's ability to process complaints, if someone makes a verbal complaint to ANY staff member of the school, it is classified as sufficient evidence to act. During the course of the investigation the complaint will be put into writing.
- A complaint should furnish sufficient background concerning the alleged violation which identifies date(s), time(s), person(s), and actions that led to the allegation.
- No person shall suffer recrimination or discrimination because of participation in this complaint procedure. Hearings should be scheduled during a mutually convenient time.
- Persons shall be free to testify regarding any complaint filed hereunder.
- Confidentiality will be observed pending resolution of the complaint.
- Nothing contained herein shall be construed so as to limit in any way the ability of the school and the complainant to resolve any complaint, mutually and informally.
- The complainant shall be entitled to representation of his/her choice in all stages of these proceedings.
- If needed, the Investigatory Committee shall be selected as follows: The school shall designate one member of its choice and the complainant shall designate one member of its choice, and these two appointees shall recommend a third committee member subject to the approval by the complainant and the school. Step III complaints shall be investigated and a response made, regardless of whether or not the complainant asks for representation.
- When required, members of the Investigatory Committee shall be excused from their regular assignments to perform investigations.
- Impartial hearing examiners shall be persons who will conduct hearings independent of pressure or influence from the school administration, the complainant, or any association or organization acting on behalf of or representing the complainant or the school. No impartial hearing examiner may be a direct supervisor or subordinate of either the employee or a person recommending the employee's termination for cause.
- The cost of services of the hearing examiner shall be equally shared by the school and the complainant or the organization representing the complainant.
- The written report should include steps to prevent recurrence of any discrimination or harassment.
- In the event that the complaint remains unresolved at the termination of this complaint procedure, the complainant is free to pursue such litigation or statutory remedy as the law may provide.
- Employees should exhaust all complaint procedures before seeking other legal remedies.



**SALT LAKE
ACADEMY**



6120 - Title IX Specific Provisions and Information

First Passed or Last Updated: 1/2023

Last Reviewed:

[A Title IX Complaint Form](#) can be found in the next policy of this document. It can also be found in [PDF format on this page of our school website.](#)

Definitions that meet Title IX criteria

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Title IX is published in the United States Code at **20 U.S.C.**

§1681-§1688 Sexual harassment is one type of sex discrimination. Three criteria meet the definition of sexual harassment:

- An employee of the school conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct (quid pro quo);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program and activity;
- Sexual assault, dating violence, domestic violence, and/or stalking. Complaints under this section may be made by the alleged victim or the parent/guardian of a minor, and must have occurred at the school building or during a school-based activity, in the United States.

Timeline and procedural changes for Title IX formal complaints

If any formal complaint (refer to our policy and [procedure above](#)) meets the above definition, or is being filed under Title IX protection, there are no time frames for filing the complaint. A formal written and signed complaint must be filed with the Title IX coordinator in order for the school to initiate an investigation. The processes and requirements of Title IX will be followed. The Title IX Coordinator will offer to both the complaint and the respondent non-disciplinary, non-punitive, and individualized supportive measures. Supportive measures may include, but are not limited to, counseling, schedule changes, and/or no contact orders, and are available with or without the filing of the formal complaint.

- A response to the complaint, in writing, will occur within eight (8) calendar days following receipt of the complaint and maintained for seven (7) years.
- The Title IX Coordinator may choose to file a formal complaint and initiate an investigation.



- Complaints dismissed under this section can still be addressed under the school's Code of Conduct
- If the response (decision) resolves the complaint, both parties must sign a binding resolution.
- If the response (decision) does not resolve the complaint, the complainant or the Title IX Coordinator may file the complaint at Step III.

Help and contact information

For SLAHS support with this complaint procedure, you may contact the Complaint Officer and Title IX Coordinator (Becky Hogan as of 2022). If your complaint is in regard to the Complaint Officer, you may contact any other responsible administrator. If concerns cannot be resolved at the school, or should technical assistance be needed you may contact:

Utah Anti-Discrimination and Labor Division (UALD)
60 East 300 South, 3rd Floor
P.O. Box 146600
Salt Lake City, UT 84114-6600



6121 - [Title IX Complaint Form](#) (PDF Available; click title)

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is a federal law that prohibits discrimination based on the sex of students in educational institutions that receive federal financial assistance. Sexual harassment is one type of sex discrimination. The school will begin an alleged sexual harassment investigation when the Complainant or Title IX Coordinator completes and signs this form. For more information on the Formal Complaint process, check the Procedures and Appendices section of the SLA Policies.

If you believe you or your child have been the victim of sexual harassment while participating in, or attempting to participate in, an education program or activity of the school, complete this form and submit it to your Title IX Coordinator at bhogan@rslacademy.org

The following defined terms are used in this form:

- **Complainant:** A student or other person participating in, or attempting to participate in, an education program or activity who is alleged to be the victim of conduct that could constitute sexual harassment.
- **Respondent:** An individual who is alleged to be the perpetrator of conduct that could constitute sexual harassment.
- **Formal Complaint:** A document filed by a Complainant (or parent/guardian) or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the school investigate the allegation. Please note that current federal Title IX regulations require both the Complainant and the Respondent receive a copy of this completed form as well as access to evidence gathered during the investigation.

COMPLAINANT PERSONAL INFORMATION:

Name: _____ Student ID: _____ Grade: _____

Parent/Guardian Name(s): _____ Parent/Guardian Cell _____

Complainant Cell: _____ Complainant Email: _____

DATE(S) ALLEGED SEXUAL HARASSMENT OCCURRED:

RESPONDENT INFORMATION | List the individual(s) alleged to have engaged in sexual harassment (attach additional sheets if needed):



Name: _____

School: _____

Position (other student, teacher, coach, vendor, volunteer): _____

Name: _____

School: _____

Position (other student, teacher, coach, vendor, volunteer): _____

NATURE OF COMPLAINT: : Please specifically describe the sexual harassment allegations against the Respondent. Include how the Respondent(s) discriminated against you, when and where the alleged discrimination occurred, and a description of the behavior, comments, or incidents that caused you to file your complaint, i.e. Who, What, When, and Where. *Please attach additional pages if necessary.*



Did anyone else witness (see or hear) the alleged sexual harassment? Yes No

Do you know of anyone else with information about the alleged sexual harassment? Yes No

If yes, please identify. Please attach additional names if needed.

Witness Name: _____ Relationship to you: _____

Witness Name: _____ Relationship to you: _____

Witness Name: _____ Relationship to you: _____

Have you talked about the alleged sexual harassment with any of the witnesses previously identified or any other person?

Yes No

Name of person you talked to: _____ Date you spoke to them: _____

Method of communication (text, snap, phone call, personal conversation, etc: _____

Name of person you talked to: _____ Date you spoke to them: _____

Method of communication (text, snap, phone call, personal conversation, etc: _____

Please identify any school employee or law enforcement agency/officer to whom you have previously reported these allegations:

Reported to (Name): _____ Date: _____

Describe how the allegations were reported: _____

Results: _____

Reported to (Name): _____ Date: _____

Describe how the allegations were reported: _____

Results: _____

List any evidence that you believe is relevant to the allegations. This could include audio/video recordings, email, text messages or other social media posts (you may attach additional pages if needed):

Describe the outcome or remedy you seek for this complaint:

Resolution requested: Informal resolution Formal resolution (investigation)

Signature of Complainant/Student : _____ Date: _____

Signature of Parent, if Complainant is a student: _____ Date: _____

Complaint taken by:

School Official/Title IX Coordinator or designee: _____ Date: _____



6130 - Title VI Specific Provisions and Information

First Passed or Last Updated: 1/2023

Last Reviewed:

[A Title VI Complaint Form](#) can be found in the Procedures and Appendices section of the SLA Policies, or, in PDF form here on this page of our school website.

Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance. Title VI states that: No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The Office for Civil Rights Enforces Title VI

The Office for Civil Rights (OCR) in ED is responsible for enforcing Title VI as it applies to programs and activities funded by ED. OCR's responsibility to ensure that institutions that receive ED funds comply with Title VI is carried out through compliance enforcement. The principal enforcement activity is the investigation and resolution of complaints filed by people alleging discrimination on the basis of race, color or national origin. Also, through a compliance review program of selected recipients, OCR is able to identify and remedy discrimination that may not be addressed through complaint investigations. Compliance reviews differ from complaint investigations in that OCR has discretion in selecting the institutions it will review.

Given the large number of institutions under its jurisdiction, OCR is unable to investigate and review the policies and practices of all institutions receiving ED financial assistance. Therefore, through a program of technical assistance, OCR provides guidance and support to recipient institutions to assist them in voluntarily complying with the law. OCR also informs beneficiaries, such as students and applicants for admission to academic programs, of their rights under Title VI.

Discrimination

Discrimination may occur by: Treating individuals less favorably because of their race, color, religion, creed, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, genetic information, or any other category protected by federal or state civil rights law; or, Having a policy or practice that has a disproportionately adverse impact on protected class members.



Help and contact information

For SLAHS support with this complaint procedure, you may contact the Complaint Officer and Title VI Coordinator (Becky Hogan as of 2022). If your complaint is in regard to the Complaint Officer, you may contact any other responsible administrator. If Title VI-related concerns cannot be resolved at the school, or should technical assistance be needed you may contact:

Department of Education Office for Civil Rights, Denver Office
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: (303) 844-5695
Facsimile: (303) 844-4303
Email: OCR.Denver@ed.gov



6131 - Title VI Complaint Form

Title VI states that: No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The school will begin an alleged discrimination investigation when the Complainant or Title VI Coordinator completes and signs this form. For more information on the Formal Complaint process, check the Procedures and Appendices section of the SLA Policies.

If you believe you or your child have been the victim of discrimination while participating in, or attempting to participate in, an education program or activity of the school, complete this form and submit it to your Title VI Coordinator at bhogan@rslacademy.org

Anyone who believes there has been an act of discrimination on the basis of race, color or national origin, against any person or group, in a program or activity that receives ED financial assistance, may file a complaint with OCR under Title VI. The person or organization filing the complaint need not be a victim of the alleged discrimination but may complain on behalf of another person or group.

The following defined terms are used in this form:

- Complainant: A student or other person participating in, or attempting to participate in, an education program or activity who is alleged to be the victim of conduct that could constitute a violation of Title VI.
- Respondent: An individual who is alleged to be the perpetrator of conduct that could constitute discrimination in violation of Title VI.
- Formal Complaint: A document filed by a Complainant (or parent/guardian) or signed by the Title VI Coordinator alleging discrimination against a Respondent and requesting that the school investigate the allegation.

COMPLAINANT PERSONAL INFORMATION:

Name: _____ Student ID: _____ Grade: _____

Parent/Guardian Name(s): _____ Parent/Guardian Cell _____

Complainant Cell: _____ Complainant Email: _____

DATES ALLEGED DISCRIMINATION OCCURRED:

RESPONDENT INFORMATION | List the individual(s) alleged to have engaged in discrimination (attach additional sheets if needed):

Name: _____

Position (other student, teacher, coach, vendor, volunteer): _____



Name: _____

Position (other student, teacher, coach, vendor, volunteer): _____

NATURE OF COMPLAINT: : Please specifically describe the discrimination allegations against the Respondent. Include how the Respondent(s) discriminated against you, when and where the alleged discrimination occurred, and a description of the behavior, comments, or incidents that caused you to file your complaint, i.e. Who, What, When, and Where. *Please attach additional pages if necessary.*

Did anyone else witness (see or hear) the alleged discrimination ? Yes No

Do you know of anyone else with information about the alleged discrimination? Yes No

If yes, please identify. Please attach additional names if needed.



Witness Name: _____ Relationship to you: _____

Witness Name: _____ Relationship to you: _____

Witness Name: _____ Relationship to you: _____

Have you talked about the alleged discrimination with any of the witnesses previously identified or any other person?

Yes No

Name of person you talked to: _____ Date you spoke to them: _____

Method of communication (text, snap, phone call, personal conversation, etc: _____

Name of person you talked to: _____ Date you spoke to them: _____

Method of communication (text, snap, phone call, personal conversation, etc: _____

Please identify any school employee or law enforcement agency/officer to whom you have previously reported these allegations:

Reported to (Name): _____ Date: _____

Describe how the allegations were reported: _____

Results: _____

Reported to (Name): _____ Date: _____

Describe how the allegations were reported: _____

Results: _____

List any evidence that you believe is relevant to the allegations. This could include audio/video recordings, email, text messages or other social media posts (you may attach additional pages if needed):

Describe the outcome or remedy you seek for this complaint:

~~Certify the information I have provided in this form is true and correct, and request resolution as follows.~~

Resolution Requested: Informal Resolution Formal Resolution (Investigation)

Signature of Complainant/Student : _____ *Date:* _____

Signature of Parent, if Complainant is a student: _____ *Date:* _____

Complaint taken by:

School Official/Title VI Coordinator or designee: _____ *Date:* _____



6140 - Formal Complaint and Form

Should a complaint relate to any policy or law that does not fall under the protections of Titles VI or IX, a complainant can still file a formal complaint. The same guidelines to attempt resolution with the respondent and direct supervisors first still apply, but if resolution is not achieved, you follow the same procedure as the other formal complaints.

If you believe you or your child have been the victim of discrimination while participating in, or attempting to participate in, an education program or activity of the school, complete this form and submit it to our Complaint Officer and Title VI Coordinator at bhogan@rslacademy.org and refer to the Title VI complaint form.

If you believe you or your child have been the victim of sexual harassment while participating in, or attempting to participate in, an education program or activity of the school, complete this form and submit it to our Complaint Officer and Title IX Coordinator at bhogan@rslacademy.org and refer to the Title IX complaint form.

The following defined terms are used in this form:

- **Complainant:** Any person or group of persons aggrieved by a decision or condition violating school policy, state, or federal law.
- **Respondent:** An individual who is alleged to be the perpetrator of conduct violating school policy, state, or federal law.
- **Formal Complaint:** A document filed by a Complainant (or parent/guardian) or signed by the school complaint officer alleging violation of policy, state, or federal law..

COMPLAINANT PERSONAL INFORMATION:

Name: _____ Student ID: _____ Grade: _____

Parent/Guardian Name(s): _____ Parent/Guardian Cell _____

Complainant Cell: _____ Complainant Email: _____

DATES ALLEGED VIOLATION OCCURRED:

RESPONDENT INFORMATION | List the individual(s) alleged to have engaged in discrimination (attach additional sheets if needed):

Name: _____



Position (other student, teacher, coach, vendor, volunteer): _____

Name: _____

Position (other student, teacher, coach, vendor, volunteer): _____

NATURE OF COMPLAINT: : Please specifically describe the allegations against the Respondent. Include how the Respondent(s) violated the law or school policy, when and where the alleged conduct occurred, and a description of the behavior, comments, or incidents that caused you to file your complaint, i.e. Who, What, When, and Where. *Please attach additional pages if necessary.*



Did anyone else witness (see or hear) the alleged conduct? Yes No

Do you know of anyone else with information about the alleged conduct? Yes No

If yes, please identify. Please attach additional names if needed.

Witness Name: _____ Relationship to you: _____

Witness Name: _____ Relationship to you: _____

Witness Name: _____ Relationship to you: _____

Have you talked about the alleged conduct with any of the witnesses previously identified or any other person?

Yes No

Name of person you talked to: _____ Date you spoke to them: _____

Method of communication (text, snap, phone call, personal conversation, etc): _____

Name of person you talked to: _____ Date you spoke to them: _____

Method of communication (text, snap, phone call, personal conversation, etc): _____

Please identify any school employee or law enforcement agency/officer to whom you have previously reported these allegations:

Reported to (Name): _____ Date: _____

Describe how the allegations were reported: _____

Results: _____

Reported to (Name): _____ Date: _____

Describe how the allegations were reported: _____

Results: _____

List any evidence that you believe is relevant to the allegations. This could include audio/video recordings, email, text messages or other social media posts (you may attach additional pages if needed):

Describe the outcome or remedy you seek for this complaint:

~~I certify the information I have provided in this form is true and correct, and request resolution as follows.~~

Resolution Requested: Informal Resolution Formal Resolution (Investigation)

Signature of Complainant/Student : _____ *Date:* _____

Signature of Parent, if Complainant is a student: _____ *Date:* _____

Name of Signature of School Official or designee _____

Signature of School Official or designee: _____ *Date:* _____



6132 - Bullying, Cyber-Bullying, Harassment, and Hazing Form

If you have been the target of bullying or have witnessed the bullying of a student, complete this form and submit it to the principal. Complaints against building principals should be submitted to the Director of Operations. Reports of bullying will be investigated and disciplinary action will be taken as warranted.

Date Filed: _____

Name*: _____

Indicate the appropriate response to the following with a check mark(s):

- You are a: _____ Student _____ Parent _____ Employee _____ Volunteer

Date(s) of alleged bullying: _____

Name of student(s) subjected to bullying: _____

Person(s) alleged to have committed the bullying or harassment: _____

Summarize the incident(s) or occurrence(s) of bullying on the back of this form as accurately as possible. Attach additional sheets, if necessary.

Names of Witnesses: _____

Have you reported this to anyone else: _____ Yes _____ No

If so, who?: _____

*Signature of Complainant _____

Students have the right to complete this form anonymously. However, it will be easier for the school to investigate this matter if as much information as possible is provided. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning, or working environment. A complainant that falsely accuses someone will be subject to disciplinary action.

This Section is for use of Administration

Date Received by Principal: _____

Investigative Action taken: _____

Result of Investigation/Action taken: _____

Claim found: _____ Substantiated _____ Unsubstantiated

Signature of Principal: _____



6310 - Family Educational Rights and Privacy

First Passed or Last Updated: 1/2023

Last Reviewed:

To encourage positive parental involvement and to comply with Federal and State laws concerning family educational rights and privacy the following procedures will provide standards for the protection of private information within the curriculum and other school activities.

6311 - Personal/Family Information Protected from Inquiry and Disclosure

Salt Lake Academy High School personnel, partners, or agents are prohibited from conducting any inquiry or activity in which the purpose or evident intended effect is to cause a student to reveal information, whether the information is personally identifiable or not, concerning the student's or any family member's:

- political affiliations or political philosophies;
- mental or psychological problems;
- sexual behavior, orientation, or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of individuals with whom the student or family member has close family relationships;
- religious affiliations or beliefs;
- legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; and income, except as required by law (the Federal lunch program and fee waivers are two exceptions).

This policy does not limit the ability of a student to spontaneously express sentiments or opinions otherwise protected against disclosure under this section.

Prior Written Consent Exception

Exceptions to prohibited inquiries require prior written consent of the student's parent. Consent is valid only if a parent has been first given written notice, including:

- That a copy of questions to be asked of the student is available at the school, and
- a reasonable opportunity to obtain written information concerning:
 - records or information that may be examined or requested;
 - means by which the records or information shall be reviewed;
 - means by which the information is to be obtained;
 - purposes for which the records or information are needed; entities or persons who will have access to the personally identifiable information; and
 - method by which a parent can grant permission to access or examine the personally identifiable information.

Notice must be given at least two weeks before information protected under this policy is sought. A parent or guardian may waive the two week minimum notification period. Unless otherwise agreed to



by a student's parent and the person requesting written consent, the authorization is valid only for the specific activity for which it was granted. A written withdrawal of authorization submitted to the school principal by the authorizing parent terminates the authorization. A general consent used to approve admission to school or involvement in special education, remedial education, or a school activity does not constitute written consent under this policy.

Notification Exceptions

The two week parent notification requirement for seeking written parental approval is waived if a school employee or agent;

- reasonably believes the situation to be an emergency, or
- must report under the Child Abuse or Neglect Reporting Requirements, or
 - It is then the responsibility of DCFS to notify the student's parent of any possible
- investigation, prior to the student's return home from school.
- is responding to an order of a court, disclosure to a parent or legal guardian.

If school personnel believes a student is at-risk of attempting suicide, physical self harm, or harming others, the personnel may intervene and ask a student questions regarding the student's suicidal thoughts, physically self-harming behavior, or thoughts of harming others for the purposes of:

- referring the student to appropriate prevention services; and
- informing the student's parent
- youth suicide prevention, intervention, or post-intervention

6312 - Student Education Records Management

Parents/guardians have the right to inspect and review all of their student's education records maintained by Salt Lake Academy High School. If the education records of a student contain information on more than one student, the parent/guardian may inspect and review or be informed of only the specific information about their student.

Salt Lake Academy High School shall grant a request made by a parent/guardian for access to the education records of their child within a reasonable period of time, but in no case more than forty-five (45) days after the request has been made. Parents/guardians may challenge and request Salt Lake Academy High School to amend any portion of their student's education record that is inaccurate, misleading or in violation of the privacy rights of the student.

- Salt Lake Academy High School shall consider the request and decide whether to amend the records within a reasonable amount of time. If Salt Lake Academy High School decides not to amend the record as requested, it shall inform the parent/guardian of its decision and of their right to a hearing.
- Upon request of a parent or guardian, Salt Lake Academy High School shall provide an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.



- Such hearing shall be informal and shall be conducted by an administrator or board member who does not have a direct interest in the outcome of the hearing. If, as result of the hearing, Salt Lake Academy High School decides that the challenged information is inaccurate or misleading, the record should be amended accordingly and the parent/guardian informed in writing.
- If, as result of the hearing, ICHS decides that the challenged information is not inaccurate or misleading, Salt Lake Academy High School shall inform the parent/guardian of their right to place a statement in the record, commenting on the challenged information in the record, or stating why they disagree with the decision. Any such document must remain with the contested part of the record for as long as the record is maintained, and shall be disclosed whenever the portion of the record to which the statement relates is disclosed.

Salt Lake Academy High School may not disclose information from education records without prior parental consent, except as provided by law. Such exceptions include, but are not limited to:

- school officials who have a legitimate educational interest;
- other schools that have requested the records and in which the student seeks or intends to enroll, or where the student is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer;
- individuals who have obtained court orders or subpoenas;
- individuals who need to know in cases of health and safety emergencies;
- officials in the juvenile justice system;
- a State agency or organization that is legally responsible for the care and protection of the student;
- the Immigration and Naturalization Service (INS) for foreign students attending school under a visa; or
- the Attorney General of the United States in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes; organizations conducting studies for, or on behalf of Salt Lake Academy High School, or postsecondary institutions for the purpose of developing, validating, or administering predictive tests; administering student aid programs; or improving instruction if done under the terms of a written agreement meeting the conditions of 34 CFR 99.35 and approved by the Executive Director.
- authorized representatives of the Secretary of Education or State or local education authorities to conduct an audit evaluation, or enforcement or compliance activity of Federal- or State-supported education programs if done under the terms of a written agreement meeting the conditions of 34 CFR 99.35 and approved by the principal or director of Salt Lake Academy High School.
- authorized representatives of the Comptroller General of the U.S. or the Attorney General of the U.S. to conduct an audit evaluation, or enforcement or compliance activity of Federal- or State-supported education programs if done under the terms of a written agreement meeting the conditions of 34 CFR 99.35 and approved by the Utah State Board of Education.



Salt Lake Academy High School may disclose directory information for appropriate reasons if it has given parents annual notice of their right to request that their student's directory information not be released by the Salt Lake Academy High School.

- The following information relating to students has been declared directory information:
 - name, address, and telephone number;
 - date and place of birth;
 - major field of study;
 - parent's email address;
 - participation in officially recognized activities;
 - dates of attendance;
 - degrees and awards received;
 - most recent previous education agency or institution attended; and
 - photograph.

Appropriate reasons for disclosure of directory information would include, but is not limited to; newspapers and other communications for awards, posting in the building of awards, student directories, military recruiters, higher education institutions, etc. Salt Lake Academy High School shall not release directory information to any individual or organization for commercial use. Salt Lake Academy High School shall give full rights to student education records to either parent (or guardian), unless the school has been provided with evidence that there is a court order or legally binding instrument relating to such matters as divorce, separation, or custody that specifically revokes these rights.

6313 - Employee Training and Responsibilities

Salt Lake Academy High School personnel shall receive training on this policy on a regular and as needed basis. Salt Lake Academy High School personnel responsible to supervise volunteers shall provide instruction to volunteers regarding student education records requirements. All education employees and volunteers shall become familiar with Federal and State law regarding the confidentiality of student information and student records. All education employees, and volunteers have a responsibility to protect confidential student information and may access records only as necessary for their assignment(s) and shall:

- maintain student records in a secure and appropriate place;
- follow procedures for maintaining confidentiality of electronic records; and
- not share, disclose, or disseminate passwords for electronic maintenance of student records.

Violations of these procedures may result in disciplinary action.

6314 - FERPA Complaint Procedure

Parents who believe their rights have been violated may contact the school's administration or file a complaint as outlined in this policy with:

Family Policy Compliance Office (FPCO)



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U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
(800) 872-5327



6320 - Data Governance Plan

First Passed or Last Updated: 1/2023

Last Reviewed:

Data governance is an organizational approach to data and information management that is formalized as a set of policies and procedures that encompass the full life cycle of data; from acquisition, to use, to disposal. Salt Lake Academy High School takes seriously its moral and legal responsibility to protect student privacy and ensure data security. Utah's Student Data Protection Act (SDPA), U.C.A §53A-1-1401 requires that Salt Lake Academy High School governing board create and implement a policy titled 'Data Governance Plan'.

Salt Lake Academy High School Data Governance Plan (Plan) is applicable to all employees, temporary employees, and contractors of Salt Lake Academy High School, including those at Salt Lake Academy High School. The Plan is used to assess agreements made to disclose data to third-parties, assess the risk of conducting business, and to ensure only authorized disclosure of confidential information. Salt Lake Academy High School governing board will review and adjust its Plan on an annual basis or more frequently, as needed. The following 8 subsections provide data governance policies and processes:

1. Data Advisory Groups
2. Non-Disclosure Assurances for Employees
3. Data Security and Privacy Training for Employees
4. Data Disclosure
5. Data Breach
6. Record Retention and Expungement
7. Data Quality
8. Transparency

Furthermore, this Plan works in conjunction with Salt Lake Academy High School Information Security Policy, which:

- Designates Salt Lake Academy High School as the steward for all confidential information for students.
- Designates Data Stewards access for all confidential information.
- Requires Data Stewards to maintain a record of all confidential information that they are responsible for.
- Requires Data Stewards to manage confidential information according to this Plan and all other applicable policies, standards, and plans.
- Complies with all legal, regulatory, and contractual obligations regarding privacy of Salt Lake Academy High School data. Where such requirements exceed the specific stipulation of this Plan, the legal, regulatory, or contractual obligation shall take precedence.

- Provides the authority to design, implement, and maintain privacy procedures meeting Salt Lake Academy High School standards concerning the privacy of data in motion, at rest, and processed by related information systems.
- Ensures that all Salt Lake Academy High School and Salt Lake Academy High School governing board members, employees, contractors, and volunteers comply with the policy and undergo annual privacy training.
- Provides policies and process for
 - Systems administration,
 - Network security,
 - Application security,
 - Endpoint, server, and device security
 - Identity, authentication, and access management,
 - Data protection and cryptography,
 - Monitoring, vulnerability, and patch management,
 - High availability, disaster recovery, and physical protection,
 - Incident Responses,
 - Acquisition and asset management, and
 - Policy, audit, e-discovery, and training.

6321 - Data Advisory Groups

Salt Lake Academy High School has a data governance team, which consists of Salt Lake Academy High School principal, a member of the IT consulting company, and a teacher who have responsibility for providing data to internal and external stakeholders as indicated by the principal.

Individual and Group Responsibilities

Role	Responsibilities
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<p>Student Data Manager (Chief Information Officer)</p>	<ol style="list-style-type: none"> 1. May authorize and manage the sharing of personally identifiable student data, from a cumulative record, to internal and external stakeholders; 2. Act as the primary local point of contact for the state student data officer; 3. May share personally identifiable student data that are: <ol style="list-style-type: none"> a. of a student with the student and the student's parent, b. required by state or federal law, c. in an aggregate form with appropriate data redaction techniques applied, d. for a school official, e. for an authorized caseworker or other representative of the Department of Human Services or the Juvenile Court, f. in response to a subpoena issued by a court, g. directory information, and h. submitted data requests from external researchers or evaluators; 4. May not share personally identifiable student data for the purpose of external research or evaluation; 5. Create and maintain a list of school staff who have access to personally identifiable student data; and 6. Ensure annual training on data privacy during contract week to all staff and volunteers and document names, roles, date, time, location, and agenda.
<p>IT Systems Security Manager</p>	<ol style="list-style-type: none"> 1. Act as the primary point of contact for state student data security administration in assisting the USBE to administer this part; 2. Ensure compliance with security systems laws throughout the public education system, including: <ol style="list-style-type: none"> a. providing training and support to applicable Salt Lake Academy High School employees; and b. producing resource materials, model plans, and model forms for Salt Lake Academy High School systems security; 3. Investigate complaints of alleged violations of systems breaches; and 4. Provide an annual report to Salt Lake Academy High School governing board on Salt Lake Academy High School's systems security needs
<p>Principal</p>	<ol style="list-style-type: none"> 1. Act as the primary point of contact for external research questions; and 2. Direct staff who provide reports for internal stakeholders.

6322

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Employee Non-Disclosure Assurances

Employee non-disclosure assurances are intended to minimize the risk of human error and misuse of information. All Salt Lake Academy High School governing board members, employees, contractors, and volunteers must sign and follow the Employee Non-Disclosure Agreement (See Appendix A), which describes the permissible uses of Salt Lake Academy High School and state technology and



information. Non-compliance will result in consequences up to and including removal of access to Salt Lake Academy High School network; if this access is required for employment, employees and contractors may be subject to dismissal.

All student data collected and utilized by Salt Lake Academy High School is protected as defined by the Family Educational Rights and Privacy Act (FERPA) and Utah statute. This section outlines the way Salt Lake Academy High School staff utilizes data and protects personally identifiable and confidential information. Salt Lake Academy High School employees and contractors will:

1. Complete a Security and Privacy Fundamentals Training.
2. Consult with the principal when creating or disseminating reports containing data.
3. Use password-protected, authorized computers when accessing any student-level or staff-level records.
4. NOT share passwords for personal computers or data systems with anyone.
5. Log out of any data system and close the browser after each use.
6. Store sensitive data in appropriate, secured locations and devices. Unsecured access and removable storage media, or personally owned computers or devices, are not deemed appropriate for storage of sensitive, confidential, or student data.
7. Keep printed reports with personally identifiable information in a locked location while unattended, and use the secure document destruction service provided when disposing of such records.
8. NOT share personally identifying data during public presentations.
9. Redact any personally identifiable information when sharing sample reports with general audiences found in Appendix B (Protecting PII in Public Reporting).
10. Take steps to avoid disclosure of personally identifiable information in reports, such as aggregating, data suppression, rounding, recoding, blurring, perturbation, etc.
11. Delete files containing sensitive data after using them on computers, or move them to secured servers or personal folders accessible only by authorized parties.
12. NOT use email to send screenshots, text, or attachments that contain personally identifiable or other sensitive information. If users receive an email containing such information, they will delete the screenshots/text when forwarding or replying to these messages. If there is any doubt about the sensitivity of the data the Student Data Privacy Manager should be consulted.
13. NOT transmit student/staff-level data externally unless expressly authorized by the principal and then only transmit data via approved methods.



14. Limit use of individual data to the purposes which have been authorized within the scope of job responsibilities.

6323 - Data Security and Privacy Training

Salt Lake Academy High School provides training for all staff, volunteers, contractors, and temporary employees with access to student educational data or confidential educator records, to minimize the risk of human error and misuse of information. Training is provided during contract week and attendees must sign the Acceptable use agreement and Non-disclosure assurances upon completion to receive access to Salt Lake Academy High School network and technology. The Salt Lake Academy High School Student Data Manager records the names and roles of attendees, as well as the date, time, location, and agenda from the training.



6325 - Acceptable Use

First Passed or Last Updated: 1/2024

Last Reviewed:

To gain access to Salt Lake Academy High School technology equipment or networks, a student and their parent or guardian must annually sign the Acceptable Use Agreement.

Student use of computing equipment, networks, and the internet is a privilege. A student can lose this privilege and be subject to other disciplinary action should she/he choose to violate the conditions of this agreement. Salt Lake Academy High School technology equipment and networks are provided solely for educationally related purposes. Students have no expectation of privacy in electronic data or communications (i.e., files, emails, etc.) which have been created, entered, stored, downloaded, or accessed on the school's network or computer systems. System administrators may monitor, log, and review any or all data. Salt Lake Academy High School will provide the following digital technology protection measures:

- Monitoring of student (and adult) internet and computer use
- Internet safety training related to appropriate online behavior, cyber-bullying awareness and response, social networking sites, chat rooms, etc.
- On campus internet content filtering on Salt Lake Academy High School networks
- Off campus internet content filtering on Salt Lake Academy High School devices
- Virus control software
- Individual student usernames and passwords

User Responsibilities

When using Salt Lake Academy High School technology, users will:

- Use technology only with permission and supervision of authorized personnel
- Follow supervisor instructions immediately and ask for help when necessary
- Use school technology solely for educationally relevant activities
- Immediately report equipment failures
- Immediately report accidental access to unauthorized or inappropriate Internet sites
- Follow basic net-etiquette and be a good network citizen
- Check school provided email at least once per school day
- Follow the guidelines set forth in the Student/Parent Handbook.



User Restrictions (listed examples are not all-inclusive)

- When using Salt Lake Academy High School technology, users will not:
- Access or distribute materials that are objectionable in a public school environment
- Use one's identity, misrepresent one's identity, or use another's identity to illegally access student or school information or send any form of electronic communication
- Download, upload, install or execute software without prior approval from authorized personnel
- Violate intellectual property rights by knowingly downloading or distributing copyrighted material
- Engage in illegal activities defined as a violation of local, state, or federal laws, including but not limited to corrupting, destroying, or manipulation of system data
- Engage in hacking, sniffers, key loggers, packet capture software, password grabbers, spy-ware, or software that compromises school technology in any way
- Change or manipulate the configuration of computer equipment or software
- conduct business, political, or religious activities
- Execute non-educational gaming
- Erase or reset memory cache, web page links, or location history
- Use any interactive real time Internet activity (chat, networked gaming) without prior approval from authorized personnel
- Copy system or curriculum programs or files from a computer or network without permission from authorized personnel
- Send spam emails

By signing here, I agree to the terms of this acceptable use agreement:



6326 - Personal Electronic Devices

First Passed or Last Updated: 1/2023

Last Reviewed: 7/2024



6330 - Data Disclosure

First Passed or Last Updated: 1/2023

Last Reviewed:

Providing data to persons and entities outside of Salt Lake Academy High School increases transparency, promotes education in Utah, and increases knowledge about Utah public education. This section establishes the protocols and procedures for sharing data maintained by Salt Lake Academy High School. It is intended to be consistent with the disclosure provisions of the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, 34 CFR Part 99 and Utah's Student Data Protection Act (SDPA), U.C.A §53A-1-1401.

6331 - Procedures for disclosure of Personally Identifiable Information (PII)

In accordance with FERPA regulations 20 U.S.C. § 1232g (a)(1) (A) (B) (C) and (D), Salt Lake Academy High School will provide parents with access to their student's education records, or an eligible student access to his or her own education records (excluding information on other students, the financial records of parents, and confidential letters of recommendation if the student has waived the right to access), within 45 days of receiving an official request. Salt Lake Academy High School is not required to provide data that it does not maintain, nor create education records in response to an eligible student's request.

Third Party Vendor

Third party vendors may have access to students' personally identifiable information if the vendor is designated as a "school official" as defined in FERPA, 34 CFR §§ 99.31(a)(1) and 99.7(a)(3)(iii). A school official may include parties such as: professors, instructors, administrators, health staff, counselors, attorneys, clerical staff, trustees, members of committees and disciplinary boards, and a contractor, consultant, volunteer, or other party to whom the school has outsourced institutional services or functions.

All third-party vendors must be compliant with Utah's Student Data Protection Act (SDPA), U.C.A §53A-1-1401. Vendors determined not to be compliant may not be allowed to enter into future contracts with Salt Lake Academy High School without third-party verification that they are compliant with federal and state law and board rule.

Governmental Salt Lake Academy High School Requests

Salt Lake Academy High School may not disclose personally identifiable information of students to external persons or organizations to conduct research or evaluation that is not directly related to a



state or federal program reporting requirement, audit, or evaluation. The requesting governmental Salt Lake Academy High School must provide evidence of the federal or state requirements to share data in order to satisfy FERPA disclosure exceptions to data without consent in the case of a federal or state (a) reporting requirement, (b) audit, or (c) evaluation.

The principal will ensure the proper data disclosure avoidance are included if necessary. An Interagency Agreement must be reviewed by the principal and must include “FERPA-Student Level Data Protection Standard Terms and Conditions or Required Attachment Language.”

6332 - Procedure for External disclosure of Non-PII

Salt Lake Academy High School may consider external data requests from individuals or organizations that are not intending on conducting external research or are not fulfilling a state or federal reporting requirement, audit, or evaluation. Salt Lake Academy High School has three levels of data requests based on risk: Low, Medium, and High. The principal will make final determinations on classification of student data requests risk level.

Low-Risk Data Request Process

Definition: High-level aggregate data

Examples:

- Enrollment/participation numbers by grade
- Percent of students returning to Salt Lake Academy High School the subsequent year

Process: Requester completes external research form and submits it to the principal’s office.

Medium-Risk Data Request Process

Definition: Aggregate data, but because of potentially low n-sizes, the data must have disclosure avoidance methods applied.

Examples:

- Enrollment/participation numbers by grade/age
- Percent of tenth-graders scoring proficient on the SAGE ELA assessment
- Child Nutrition Program Free or Reduced Lunch percentages

Process: Requester completes external research form and submits it to the principal’s office.

High-Risk Data Request Process

Definition: Student-level data that are de-identified.

Examples:



- De-identified student-level promotion data
- De-identified student-level SAGE ELA assessment scores for grades 9-11.

Process: Requester completes external research form and submits it to the principal's office.

6333 - Data Disclosure to a Requesting External Researcher or Evaluator

Responsibility: The principal will ensure the proper data are shared with external researchers or evaluators to comply with federal, state, and board rules.

Salt Lake Academy High School may not disclose PII of students to external persons or organizations to conduct research or evaluation that is not directly related to a state or federal program audit or evaluation. Data that do not disclose PII may be shared with external researchers or evaluators for projects unrelated to federal or state requirements if:

- Salt Lake Academy High School sponsors an external researcher or evaluator request.
- Student data are not PII and are de-identified through disclosure avoidance techniques and other pertinent techniques as determined by the principal.
- Researchers and evaluators supply Salt Lake Academy High School a copy of any publication or presentation that uses Salt Lake Academy High School data ten (10) business days prior to any publication or presentation.

Process: Requester completes external research form and submits it to the principal's office.



6340 - Data Breach

First Passed or Last Updated: 6/2017

Last Reviewed: 7/2024

Establishing a plan for responding to a data breach, complete with clearly defined roles and responsibilities, will promote better response coordination and help educational organizations shorten their incident response time. Prompt response is essential for minimizing the risk of any further data loss and, therefore, plays an important role in mitigating any negative consequences of the breach, including potential harm to affected individuals.

Procedures

Salt Lake Academy High School follows industry best practices to protect information and data. In the event of a data breach or inadvertent disclosure of PII, Salt Lake Academy High School staff will follow industry best practices outlined in Salt Lake Academy High School IT Security Policy for responding to the breach. Further, Salt Lake Academy High School follows best practices for notifying affected parties, including students, in the case of an adult student, or parents or legal guardians, if the student is not an adult student.

Concerns about security breaches must be reported immediately to the IT security manager who will collaborate with appropriate members of the data advisory team to determine whether a security breach has occurred. If the Salt Lake Academy High School data advisory team determines that one or more employees or contracted partners have substantially failed to comply with Salt Lake Academy High School IT Security Policy and relevant privacy policies, they will identify appropriate consequences, which may include termination of employment or a contract and further legal action. Concerns about security breaches that involve the IT Security Manager must be reported immediately to the principal.

Salt Lake Academy High School will provide and periodically update, in keeping with industry best practices, resources for staff, contractors, and volunteers in preparing for and responding to a security breach.



6350 - Data Retention and Expungement

First Passed or Last Updated: 1/2023

Last Reviewed:

Records retention and expungement policies promote efficient management of records, preservation of records of enduring value, quality access to public information, and data privacy.

Procedure

Salt Lake Academy High School staff retains and dispose of student records in accordance with Section 63G-2-604, 53A-1-1407, and complies with active retention schedules for student records per Utah Division of Archive and Record Services.

In accordance with 53A-1-1407, Salt Lake Academy High School will expunge student data that is stored upon request of the student if the student is at least 23 years old. Salt Lake Academy High School may expunge medical records and behavioral test assessments. Salt Lake Academy High School will not expunge student records of grades, transcripts, a record of the student's enrollment, or assessment information. Salt Lake Academy High School staff will collaborate with Utah State Achieves and Records Services, USBE, and contractors with expert knowledge in updating data retention schedules.

Salt Lake Academy High School maintains student-level discipline data will be expunged three years after the data is no longer needed.



6360 - Quality Assurances and Transparency Requirements

First Passed or Last Updated: 1/2023

Last Reviewed:

Data quality is achieved when information is valid for the use to which it is applied, is consistent with other reported data and users of the data have confidence in and rely upon it. Good data quality does not solely exist with the data itself, but is also a function of appropriate data interpretation and use and the perceived quality of the data. Thus, true data quality involves not just those auditing, cleaning and reporting the data, but also data consumers. Data quality at is addressed in five areas:

Data Governance Structure

The Plan is structured to encourage the effective and appropriate use of educational data. The Plan centers on the idea that data is the responsibility of all staff and that data driven decision making is the goal of all data collection, storage, reporting, and analysis. Data driven decision making guides what data is collected, reported, and analyzed.

Data Requirements and Definitions

Clear and consistent data requirements and definitions are necessary for good data quality. On the data collection side, Salt Lake Academy High School receives training from and regularly communicates with the USBE regarding data requirements and definitions.

Data Auditing

The data advisory team and principal perform regular and ad hoc data auditing. They analyze data for anomalies, investigate the source of the anomalies, and correct the anomalies, as appropriate.

Quality Control Checklist

Checklists have been proven to increase quality (See Appendix C). Therefore, before releasing high-risk data, Salt Lake Academy High School principal or Operations Director must successfully complete the data release checklist in three areas: reliability, validity and presentation.

Data Transparency

Annually, Salt Lake Academy High School will publicly post a Metadata Dictionary as described in Utah's Student Data Protection Act (SDPA), U.C.A §53A-1-1401.



6370 - Employee Non-Disclosure Agreement Form

First Passed or Last Updated: 7/2016

Last Reviewed:

As an employee of the Salt Lake Academy High School, I hereby affirm that: (Initial)

_____ I have read the Employee Non-Disclosure Assurances attached to this agreement form and read and reviewed Salt Lake Academy High School's Data Governance Plan. These assurances address general procedures, data use/sharing, and data security.

_____ I will abide by the terms of Salt Lake Academy High School's Data Governance Plan and corresponding plans, processes, and procedures;

_____ I grant permission for the manual and electronic collection and retention of security related information, including but not limited to photographic or videotape images, of your attempts to access the facility and/or workstations.

Trainings

_____ I have completed Salt Lake Academy High School's Data Security and Privacy Fundamentals Training.

Using Salt Lake Academy High School Data and Reporting Systems

_____ I will use a password-protected computer when accessing data and reporting systems, viewing student/staff records, and downloading reports.

_____ I will not share or exchange individual passwords, for either personal computer(s) or Salt Lake Academy High School user accounts, with anyone.

_____ I will lock or close my computer whenever I leave my computer unattended.

_____ I will only access data in which I have received permission to use in order to fulfill job duties.

_____ I will not attempt to identify individuals with the data, except as is required to fulfill job or volunteer duties.

Handling Sensitive Data

_____ I will keep sensitive data on password-protected, authorized computers.

_____ I will keep any printed files containing personally identifiable information (PII) in a locked location while unattended.



_____ I will not share student/staff-identifying data during public presentations.

_____ I will delete files containing sensitive data after working with them from my desktop or local computer drives.

Reporting & Data Sharing

_____ I will not disclose, share, or publish any confidential data analysis without the approval of the principal.

_____ I will take steps to avoid disclosure of PII in reports, such as aggregating, data suppression, rounding, recoding, blurring, perturbation, etc.

_____ I will not use email to send screenshots, text, or attachments that contain personally identifiable or other sensitive information. If I receive an email containing such information, I will delete the screenshots/text when forwarding or replying to these messages.

_____ I will not transmit student/staff-level data externally unless explicitly authorized by the principal.

_____ I will immediately report any data breaches, suspected data breaches, or any other suspicious activity related to data access to my supervisor and the principal. Moreover, I acknowledge my role as a public servant and steward of student/staff information, and affirm that I will handle personal information with care to prevent disclosure.

Consequences for Non-Compliance

_____ I understand that access to Salt Lake Academy High School network and systems can be suspended based on any violation of this agreement or risk of unauthorized disclosure of confidential information;

_____ I understand that failure to report violation of confidentiality by others is just as serious as my own violation and may subject me to personnel action, including termination.

Termination of Employment

_____ I agree that upon the cessation of my employment from Salt Lake Academy High School, I will not disclose or otherwise disseminate any confidential or personally identifiable information to anyone without the prior written permission of the principal.

Print Name: _____

Signed: _____

Date: _____



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6400 - Notification of Threat or Incident

First Passed or Last Updated: 7/2024

Last Reviewed: 7/2024

I. Procedure

A. When Notification Occurs

1. In accordance with 53G-9-604 of Utah State code, Salt Lake Academy High School (SLAHS) will notify parents/guardians as follows:
 - a) notify a parent/guardian if the parent's/guardian's student threatens to commit suicide
 - b) notify the parents/guardians of each student involved in an incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation of the incident involving each parent's/guardian's student.

B. How Notification Occurs

1. Notifications to parents/guardians will be done via phone, email, mail, phone, or other method.
2. In the case of threat of suicide, a parent/guardian will be notified by phone or in person.

C. Notification Documentation

1. SLAHS will maintain a record of the notification to parents/guardians in accordance with student privacy law and policy, student data protection policy, and the Family Educational Rights and Privacy Act.
2. A record will be maintained in the student's file on the school-wide student information system any time a student threatens suicide or is involved in the aforementioned incidences outlined in 53G-9-604 of Utah State code.

D. Providing Notification Information & Making Recommendations

1. At the request of a parent/guardian, SLAHS may provide information and make recommendations related to an incident or threat as described in 53G-9-604 subsection (1).

E. Expunging Notification Record

1. SLAHS shall provide a copy of a notification record in accordance with 53G-9-604 subsection (4) if a student makes a request and then SLAHS will expunge said notification record in accordance with the same subsection if the student
 - a) has graduated from high school AND
 - b) requested the record be expunged.

F. Record Maintenance

1. SLAHS will maintain a record using the Record of Parent/Guardian Notification of Threat or Incident form for all incidences outlined in Code 53G-9-604 above.



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2. These records will be maintained in the student's cumulative file.



6410 - Personal Electronic Devices (PED)

First Passed or Last Updated: 8/2023

Last Reviewed:

Students, personnel, and guests may generally possess personal electronic devices (i.e., privately owned devices used for audio, video, or text communication or any other type of computer or computer-like instrument) on school premises, at school activities, and while using school approved transportation; subject to this policy. Individuals are responsible for the security and safety of their own personal electronic devices. Expensive personal devices should be locked up and watched by students who bring them. The school will not be responsible for finding or retrieving these items should they be stolen or lost.

The use of PED in a way that bullies, humiliates, harasses, or intimidates students, personnel, or guests is prohibited. Such use is considered cyber-bullying and will be subjected to student discipline procedures. The use of personal or school electronic devices is subject to the Acceptable Use Policy.

Personal Electronic devices are prohibited during any assessment and instruction, unless specifically allowed by statute, regulation, student IEP/504. All student PED shall be deactivated/silenced during class periods or other instructional activities. Parents needing to contact their student shall do so through the front office and not directly to students via phone or text. Students receiving such communication during class periods and other instructional activities will be subject to disciplinary procedures regardless of the reason for the parent communication.

Personnel must obtain permission from the principal before they can allow students to use PED during class periods or instructional activities.

Drivers of school sponsored transportation may use PED for hands-free route guidance or to communicate emergencies to emergency services (if stopping the vehicle is not practical before making the communication)



6420 - Procedures for Constitutional Rights

First Passed or Last Updated: 1/2023

Last Reviewed:

Modern Supreme Court decisions have made it clear that the right to free speech and expression can sometimes be subordinated to achieve legitimate educational goals. (See discussions of *Hazelwood School District v. Kuhlmeier* and *Bethel School District v. Fraser*.) While students and teachers do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate" (*Tinker v. Des Moines*), speech is not quite as free inside educational institutions as outside.

Salt Lake Academy High School commits to providing educational services and a learning environment that does not limit or deny participation in constitutionally protected activities and expression. Consistent with the provisions of the First Amendment, Salt Lake Academy High School and its employees, while engaged in official duties, do not sponsor any religious activity or expression, do not discourage or preclude religious expression that is privately initiated, do not influence or deter student political opinions, do not proscribe or remove written materials because of partisan or doctrinal disapproval, and do not discourage wearing clothing that is within school dress code, consistent with this policy and regulation.

To ensure clarity in application of Salt Lake Academy's constitutional freedoms policy, the following guidelines have been developed and implemented.

Religious Expression

Students are permitted to engage in religious expression during non-instructional time and while not engaged in school activities. However, the exercise of constitutional rights of religious expression may not be engaged in when the expression disrupts educational activities or school-sponsored activities. The decision to participate or not participate in religious expression is a matter of individual choice. No student will harass or intimidate other students to participate or refrain from participating in religious expression.

Freedom of Speech

Students are encouraged to express their opinions in a manner that does not substantially disrupt school activities or invade the rights of others.



Waiver of Participation

Salt Lake Academy High School students or parents may request a waiver of participation in any portion of the curriculum seen as an infringement upon a right of conscience or the exercise or religious freedom. The infringement must violate a superior duty, which is more than personal preference. Parents' wishes prevail over those of a minor student. The requesting student or parent must request the waiver in writing and must suggest an alternative assignment or activity that meets the objective of the curriculum that is objectionable. If the waiver request does not include an alternative assignment or activity, or an acceptable alternative assignment or activity, administration will determine the alternative assignment.

Appeals procedure for constitutional freedoms

A student, parent, or teacher with a concern about denial of constitutional freedoms has the right to appeal by following the process outlined below:

Level 1: A student or parent with a concern may discuss it with the teacher, counselor, the school's Complaint Officer, or the SLA Director to resolve the issue.

Level 2: If the concern is not resolved at Level 1, it may be formalized by filing a written complaint within three weeks of the event on a Compliance Violation Form. Refer to policy and procedure 6110 - Formal Complaints to continue in this process.

Informing parents, students, staff, and community of constitutional freedoms

SLA will review their policy regarding constitutional freedoms each year and include it in our Parent/Student handbook, post it at SLA's website, and maintain a copy, available for public review, in the SLA's administration office.

Training on and amending constitutional freedoms policies

SLA Staff will be trained yearly to ensure that students' constitutional freedoms are maintained. The school director and the Constitutional Freedoms Compliance Officer (Title IX Coordinator) will review the policies ensuring that constitutional freedoms are maintained each year and will make alterations in their procedures to correct repeated offenses.



6430 - Procedures for School Fees

First Passed or Last Updated: 1/2023

Last Reviewed: **In Review**—SLAHS has recently restructured fee practices to comply with state laws—school fees policies are being reviewed to ensure compliance with the same laws and accuracy with school practices.

Definitions

"Fee" means something of monetary value requested or required by a Local Education Agency (LEA) as a condition to a student's participation in an activity, class, or program provided, sponsored, or supported by a school. An admission fee, transportation charge, or similar payment to a third party is a fee if the charge is made in connection with an activity or function sponsored by or through a school. (Reference: R277-407-2(3)(a)).

Fees

Salt Lake Academy High School will ensure that stakeholders are aware of our school fees and waivers by posting them on our website as well as in our student handbook. In addition, a written copy will be handed out with all registration materials.

Salt Lake Academy High School has a general student fee of \$75 (for new students, this is due the first day of school). The uses of this fee are listed below. Course fees are subject to change, but the changes may not exceed the fee limits listed below.

Fee Limits

Fee tables are to be updated by the school and approved by the Board by April each year prior to the upcoming school year. These tables are to be published on the school website and accessible to the public.

Required General Fees

Chromebook Yearly Fee \$75

Optional Fees Cost

Yearbook (Digital) \$30

Concurrent Enrollment-SLCC One-Time Enrollment Fee (fee waiver does not apply) \$40



Replacement Student ID \$5

Ticket to RSL events (per person maximum) \$30

Student Parking Pass (Same cost to replace if lost) \$10

Lab Fee \$25

Extra-Curricular Fees Cost

Soccer In Season + games \$250

Soccer In Season no games \$200

Soccer Out of Season \$100

Basketball \$175

Volleyball \$125

Cross Country \$115

Track & Field \$115

Drill Team \$175

TSA \$150

DECA \$150

HOSA \$150

Music Production \$75



Multiple Sport Athlete Reduction

Students who participate in multiple sports will receive a 25% discount on the fees for each additional sport beyond their first sport. Soccer will always be considered the first sport if played and so will not be eligible for the 25% multiple sport athlete reduction. If students had already paid full price for a sport and then pick up soccer the 25% reduction from the sport they had already participated in will be applied towards their soccer fee.

Fee Waiver Procedure

Students who wish to apply for fee waivers are asked to fill out a free and reduced lunch application. All students who are approved for free and reduced lunch will automatically qualify for a fee waiver.

To apply, do the following:

- Obtain an application from the high school secretary
- Fill out the form and turn it back in to the High School Secretary
- The high school secretary will review and approve fee waivers
- You will be notified within two weeks of submitting the application of your qualifying for Salt Lake Academy's fee waiver.



6500 - Emergency Preparedness Procedures

First Passed or Last Updated: 1/2023

Last Reviewed:

SLA Procedures for Emergency Preparedness

EMERGENCY RESPONSE PLAN

SLA has an emergency preparedness plan but the plan is not a public document for safety reasons.

WEATHER/EMERGENCY CLOSURES

Salt Lake Academy High School will remain open, if possible, on all scheduled school days. On occasion, severe weather or road conditions may force school closures or delays in opening.

PARENTAL DISCRETION CONCERNING SAFETY OF STUDENTS

Sometimes localized weather and road conditions differ substantially across the Wasatch front. Should parents or guardians feel that their localized conditions are unsafe, they should exercise their discretion in keeping their children home, even if Salt Lake Academy High School is not closing for the day. Such a decision will be supported by the school.

SCHOOL CLOSURES

- The principal/director (or designee) may also decide that Salt Lake Academy High School will close (independent of any other district).
- Any individual student whose resident school or school district closes for weather/road conditions will be excused from attendance at Salt Lake Academy High School for the day – even if Salt Lake Academy High School remains open.

NOTIFICATION OF CLOSURES & MEDIA ANNOUNCEMENTS

In the event of school closure or adjusted schedule, Salt Lake Academy High School will notify parents via text, or automated phone call. Parents should also listen to designated radio/ television stations for school closure. All announcements regarding closures are for one day only.



School telephones need to be open for emergencies; therefore, parents are asked not to call the school on closure days unless other methods of obtaining information have failed. If there is no media announcement, students and parents should assume the school is open.

Make-up Days

The Utah State Office of Education requires a minimum of 180 instructional days of school. Days lost because of extreme weather/road conditions will be made up first during teacher professional development days and then by adding days to the end of the school year.



6550 - School Safety Compliance

First Passed or Last Updated: 7/2024

Last Reviewed:

I. Purpose

In compliance with R277-400 and 2024 Legislative Session's HBo084, the school implements and amends the following in support of a safe and secure learning environment.

II. Policy

- A. School safety and security will be accomplished by providing a physically safe learning environment through safety and security programs that include:
 1. Safe and secure buildings and grounds
 2. Emergency preparedness
 3. Student, staff and patron safety and welfare
 4. Timely communication to families (coordinated with police) if an emergency should occur
 5. Yearly inclusion of current safety procedures and protocol for parent and student access in the Student-Parent Handbook.
- B. School safety and security will be further accomplished by encouraging each department and employee to foster an emotionally safe and welcoming environment.
 1. Updates to procedures addressing the mental, social, emotional, and physical well-being of students and employees will include the following components:
 - a) Clearly articulated procedures and protocols regarding the wellness needs of students and employees
 - b) Clearly defined resources regarding suicide prevention and anti-bullying strategies
 - c) Clearly defined education process for students, parents, faculty, and staff
 2. The school's Student Code of Conduct will be annually reviewed by school administration, and any potential amendments shall be made in collaboration with the school administration, faculty, and stakeholders of the school.
 3. Prevention of bullying will be reinforced in the school's Code of Conduct and include the following components:
 - a) Clearly articulated and defined desired actions and behaviors
 - b) Clearly defined rules and consequences
 - c) Clearly defined reporting process
 - d) Clearly defined education process for students, parents, faculty, and staff



- C. Evidence of the above may be requested by a Board member and provided through multiple means.
1. The safety and security programs for physical safety shall be measured and assessed by:
 - a) School, internal, administrative review (annually)
 - b) Utah State Risk Inspections (annually)
 - c) Utah State Fire Inspections (annually)
 - d) Utah State Board of Health Inspections (annually)
 - e) The retention of each school year's drills and training ledgers in school records for a minimum of seven (7) years.
 - f) Safety and Security Annual Report
 2. The emotionally safe environment for schools shall be measured and assessed by:
 - a) Retention of dates of the school's employees received Code of Conduct training
 - b) Retention of dates of the school's employees received training regarding the wellness needs of students and employees
 - c) Data from early warning systems for student interventions
 - d) Description of suicide, bullying, and violence prevention efforts
 - e) Data from Aspire behavior logs
 - f) School counselor student visit data