

Utah Virtual Academy Student Handbook



310 East 4500 South
Suite 620
Murray, UT 84107

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This *UTVA Student Handbook* sets forth some general guidance for parents and students enrolled in Utah Virtual Academy (UTVA). UTVA is a charter school and is subject to the rules and regulations of the Utah State Board of Education.

The UTVA charter contract is available from the UTVA office.

Mission Statement

Utah Virtual Academy students will attain superior academic achievement through parent involvement, innovative teaching and school accountability within a virtual environment that embraces individual learning styles.

Vision Statement

Our passionate commitment to individualized instruction leads us to reach all students at their own level, guiding each one to make real progress and to feel the joy of learning and achievement, both measured and intuitive.

Challenging Minds – Creating Opportunities – Leading Change

Values

Positive Attitude Professional Enthusiasm

Passion Innovation Ownership Dedication

2021-2022 School Calendar

ACADEMIC SCHOOL YEAR CALENDAR 2021-2022

July 2021						
S	M	T	W	T	F	S
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25	26	27	28	29	30	31

August 2021						
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29	30	31				

September 2021						
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October 2021						
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31						

November 2021						
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December 2021						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

Utah Virtual Academy

310 E 4500 South #620
801-262-4922 (Fax) 801-262-4922
Murray, UT 84107

Aug 18	First Day for Students
Sep 6	Labor Day (No School)
Oct 19	Last Student Day of 1st Term
Oct 20	Staff Development Day (No School)
Oct 21-22	Fall Break (No School)
Oct 25	Start of 2nd Term
Nov 24-26	Thanksgiving Vacation (No School)
Dec 22- Jan 2	Winter Break (No School)
Jan 7	Last Student Day of 2nd Term
Jan 10	Staff Development Day (No School)
Jan 11	Start of 3rd Term
Jan 17	Martin Luther King Jr Day (No School)
Feb 17-21	Presidents Break (No School)
Mar 17	Last Student Day of 3rd Term
Mar 18	Staff Development Day (No School)
Mar 21	Start of 4th Term
Apr 4-8	Spring Break (No School)
May 26	Last Day for Students
May 27	Staff Development Day (No School)

TEST DATES

January 2022						
S	M	T	W	T	F	S
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30	31					

February 2022						
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March 2022						
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April 2022						
S	M	T	W	T	F	S
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May 2022						
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29	30	31				

June 2022						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
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26	27	28	29	30		

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 Term Start/End date	 First & Last Day of School	
 No School		

Policies

Acceptable Use of Electronic Devices Policy

Read the Code

Prior to the start date for each school year, students must read the Student Code of Conduct and Acceptable Use Guidelines and agree to abide by its terms.

This document describes the policies and guidelines for the use of the UTVA High School and exists to ensure that all UTVA students are aware of and understand their responsibilities when accessing and using UTVA resources. UTVA reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to UTVA instructional computing resources. UTVA instructional computing resources include any computer, software, or transmission system that is owned, operated, or leased by UTVA.

UTVA Student Code of Conduct and Acceptable Use Guidelines

Students enrolled in the Utah Virtual Academy should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, or country laws is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines could result in the:

- Removal of student access to Utah Virtual Academy instructional computing resources, which could result in his/her inability to complete learning activities.
- Suspension or expulsion from the Utah Virtual Academy and loss of paid tuition.
- Involvement with law enforcement agencies and possible legal action.

Acceptable Network Use

Students will use the Internet and other electronic information resources in an appropriate manner, abiding by the rules and regulations described in this policy. Students who formally publish school related information on the Internet must have proper approvals and abide by school publishing guidelines and procedures. Students are expected to abide by generally accepted rules of network etiquette. These rules include, but are not limited to, being polite, never sending or encouraging others to send abusive messages, and never using inappropriate language.

Unacceptable Network Use

Students may not intentionally transmit or receive material in violation of law or school policy. This includes, but is not limited to, pornographic, indecent or sexually suggestive materials, weapons, controlled substances or alcohol, or incendiary devices. Users are

prohibited from posting or sending content that contains threats or is hatefully or racially, ethically or otherwise objectionable.

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

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

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

Students may not intentionally harm or destroy school data, the network, or network performance. This includes, but is not limited to, creation and introduction of computer viruses, unauthorized access to restricted systems or programs, or using the school network to illegally access other systems.

Inappropriate behavior includes:

Insults or attacks of any kind against another person.

Use of obscene, degrading, or profane language.

Harassment, continually posting unwelcome messages to another person, or use of threats.

Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing “spam” mail, chain e-mail, viruses, or other intentionally destructive content.

Expectation of Privacy

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

Disciplinary Action

Students who violate the terms and conditions of this policy will be subject to disciplinary action, including the possibility of suspension or expulsion from school and appropriate legal action.

Access to electronic information may be limited, suspended or revoked.

Student Liability

Students and/or their parents will be held responsible and financially liable for damage to computers or other equipment caused by his/her willful and/or negligent behavior.

Service Disclaimer

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

Use of Copyrighted Materials

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s). Users shall not upload, download, transmit or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using Utah Virtual Academy computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

Academic Integrity

All work submitted is assumed to have been completed only by students. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied on in the composition of their work. Failure to abide by these standards is reported to the appropriate administrative authorities and may result in a conference with the parent, loss of credit for high school courses, revoked access to course(s) and suspension or expulsion from Utah Virtual Academy.

Plagiarism

The definition of plagiarism is: Copying or imitating the language, ideas, and thoughts of another writer and passing them off as your own original work. Specific examples of plagiarism that is not tolerated are:

- Copying or rephrasing another student's work.
- Having someone else write an assignment or rephrase any part of an assignment (not just proofread it).

- Directly copying student aids (for example, CliffsNotes), critical sources, or reference materials in part or in whole without acknowledgment.
- Indirect reproduction of study aids, such as CliffsNotes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment.

Source Citation

Many courses require written work in which students need to cite sources. Any direct quotations from a textbook can simply be cited as (Author, Page Number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a student cites information found on a Web site, he/she provide the complete Web page or site title, URL, author if known, page number if applicable, and publication date of the site, if available, and date of access.

Consequences

First Offense

The student and parent will receive an email and/or call from the classroom teacher. The student will not receive credit for the plagiarized assignment unless the following steps are completed:

1. The student will be required to review the plagiarism recorded lesson and complete the plagiarism worksheet (provided by the teacher).
2. When the student has complied, he or she will be allowed to redo and resubmit the assignment for credit.

Second Offense

The student and parent will receive a call from the High School Principal. The student will not be allowed to rewrite the assignment, and a grade of zero will be posted for the assignment.

Third Offense

Course failed for that quarter.

Please note that because UTVA considers plagiarism a serious offense, these consequences apply to all instances of plagiarism in a student's high school career here at UTVA, regardless of grade level or subject. These consequences do not "start over" each new semester or school year; all instances are documented for the entirety of a student's tenure at UTVA.

Monitoring

The Utah Virtual Academy reserves the right to review any material transmitted using Utah Virtual Academy instructional resources or posted to a Utah Virtual Academy instructional

resource to determine the appropriateness of such material. Utah Virtual Academy may review this material at any time, with or without notice. E-mails transmitted via Utah Virtual Academy resources are not private and may be monitored.

Indemnification Provision

The Utah Virtual Academy assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. The Utah Virtual Academy assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. Utah Virtual Academy also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of Utah Virtual Academy, its affiliates, or its employees. The Utah Virtual Academy assumes no responsibility for damages to the user's computer system.

Nothing in this policy negates any obligation the student and parent have to use the instructional computing resources as required in the K¹² Terms of Use that the parent or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Terms of Use, the Terms of Use shall prevail.

Accountability

- Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Students must use only their own user names and passwords, and must not share these with anyone.
- Students must follow teacher's directions for how their name appears when logging into Zoom/Newrow or other online platforms.
- Students may not interfere with other users' ability to access the Utah Virtual Academy or disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activity that is associated with their usernames and passwords.
- Students should change their password(s) frequently, at least once per semester or course is encouraged.
- Students must not publicly post their personal contact information (address and phone number) or anyone else's.
- Students must not publicly post any messages that were sent to them privately.
- Students must not download, transmit or post material that is intended for personal gain or profit, non-Utah Virtual Academy commercial activities, non-Utah Virtual Academy product

advertising, or political lobbying on a Utah Virtual Academy owned instructional computing resource.

- Students may not use Utah Virtual Academy instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on Utah Virtual Academy instructional computing resources that are not specifically required and approved for student assignments. Students may not post any MP3 files, compressed video, or other non-instructional files to any Utah Virtual Academy server, unless approved by the school.

Student Internet Safety

- Students must not reveal on the Internet personal information about themselves or other persons. For example, a student should not reveal his/her name, home address, telephone number, or display photographs of him/herself or others to persons outside of the Utah Virtual Academy.
- Students cannot agree to meet in person anyone they have met only on the Internet and who is not affiliated with the Utah Virtual Academy. First meetings with Utah Virtual Academy affiliated students should be at school sponsored events.
- Students must not reveal direct reference to any personal web pages (URLs) that are unaffiliated with the Utah Virtual Academy.

Network Etiquette

Utah Virtual Academy students are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Students are encouraged to abide by these standards:

- Establish Instant message user names and e-mail addresses that are appropriate for the school setting.
- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.

- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Do not broadcast online discussions, and never reveal other people's e-mail addresses.

Attendance Policy

Full time Utah Virtual Academy High School Students must enroll in a minimum of five (5) credits each semester, with a typical course load equaling six (6) credits per semester. Due to state attendance policies, students cannot drop below 5 credits. Students requesting to take more than 6 credits are approved on a case by case basis.

UTVA requires that all students attend school a minimum of **5.5 hours per day**. Requirements are aligned to The Utah Department of Education requirements for all Utah high school students. Student attendance hours will be tracked according to the school's excessive absence and truancy policy. Utah statute requires UTVA to withdraw the student on the 10th consecutive day of absence.

Attendance Tracking Process

UTVA Attendance staff will track absences at specific target dates to support students:

- 3 consecutive days: email/auto dialer sent to notify student and LC
- 5 consecutive days: email/auto dialer sent; mentor intervention; student moved to Tier 2.
- 7 consecutive days: email/auto dialer sent; mentor intervention; student moved to Tier 3.
- 8+ cumulative days: phone contact and/or home visit set up. Expectations and intervention plan put into place.
- 9 consecutive days: email; auto dialer sent; mentor intervention; student moved to Tier 4.
- 10 consecutive days: student is withdrawn from state accounting per state requirements; admin intervention
- 15 consecutive days: student is withdrawn from UTVA due to truancy.

Absences

Students must meet the required attendance hours cumulatively by the end of each week, month, and school year. Should a circumstance occur that requires an absence that cannot be made up

within the school week, Learning Coaches will contact the student's teacher to make a plan for success while the student is out of school.

Excused Absences

According to the Utah Compulsory Attendance Laws (Utah Code 53A-11-101-105), parents and students are responsible for regular school attendance. Occasionally a student must be absent from school for reasons which are acceptable to the school and the courts, such as illness, medical appointments, family emergencies, or a death of family member or close friend.

Absences 1-2 Days

If you need to excuse an absence for your student, the parent must report the absence through the following link: <http://utahvirtualacademy.org/attendance/>

Absences Over 2 Days

Students who are going to be absent more than 2 days need to create a plan with the students' teacher so that the student doesn't fall behind. This plan may require the student to turn in work before the absence or turn in the work by a certain date after the absence. Failure to follow this plan will result in the school removing the absences causing the student to have unexcused absences.

If you are going to be absent more than 3 consecutive days, you should do the following:

1. Fill out the attendance interruption form at this link: <http://utahvirtualacademy.org/attendance/>
2. Call your student's teachers to set up a plan
3. Follow the plan so your student doesn't fall behind in the course

Illness/Extended Inability to Participate

If an unexpected situation should arise and there is an extended leave of three days or more needed from courses, you should do the following:

1. Report the absence through the following link: http://utahvirtualacademy.org/attendance
2. Determine if Internet access is available (through libraries, etc.) so your student can access school while absent
3. Immediately contact teachers and the academic advisor to explain the situation and make a plan for work while your student is absent

Truancy

According to the Utah Compulsory Attendance Laws (Utah Code 53A-11-101-105), parents and students are responsible for regular school attendance. Occasionally a student must be absent from school for reasons which are acceptable to the school and the courts, such as illness, medical appointments, family emergencies, or a death of family member or close friend. If you need to excuse an absence for your student:

- Report the absence through the following link: <http://utahvirtualacademy.org/attendance/> within 2 days of the absence.

Failure to attend school or report absences correctly may result in your student becoming truant at UTVA and may result in the student being referred to juvenile court for habitual truancy.

If attendance is NOT logged for 5 unexcused days your student will be placed on a truancy list.

- Failure to update attendance could result in a referral to juvenile court for habitual truancy.
- After 10 days of unexcused absences the student may be withdrawn from UTVA for truancy.

Vacation policy

Utah Virtual Academy is a public school. Students must attend at least 90% of the possible instructional hours for the school year AND must not miss school for ten (10) consecutive days. If a family needs to plan a vacation, this vacation must not include more than 10% of the possible instructional hours and must not last more than ten (10) consecutive days. Assignments due during a family-scheduled vacation must be completed prior to the vacation, and it is the student's responsibility to contact his or her teachers prior to this absence. There are no exceptions to this policy. Assignments that are completed late due to a family-scheduled vacation during school are subject to the late work policy.

Bullying and Hazing Policy

The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, retaliation, and abusive conduct involving Utah Virtual Academy (the “School”) students and employees. The School’s Board of Directors (the “Board”) has determined that a safe, civil environment in School is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, retaliation, and abusive conduct disrupts both a student’s ability to learn and the School’s ability to educate its students in a safe environment. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and employees are against federal, state and local policy and are not tolerated by the School.

The School is committed to providing all students with a safe and civil environment in which all members of the School community are treated with dignity and respect. To that end, the School has in place policies, procedures, and practices that are designed to reduce and eliminate this conduct—including but not limited to civil rights violations—as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and/or employees by students and/or employees will not be tolerated in the School. Likewise, abusive conduct by students or parents against School employees is prohibited by the School and will not be tolerated in the School.

In order to promote a safe, civil learning environment, the School prohibits all forms of bullying of students and School employees (a) on School property, (b) at a School-related or sponsored event, or (c) while the student or School employee is traveling to or from School property or a School-related or sponsored event.

The School prohibits all forms of hazing or cyber-bullying of or retaliation against students and School employees at any time and any location.

Students and School employees are prohibited from retaliating against any student, School employee or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation.

Students and School employees are prohibited from making false allegations of bullying, cyber-bullying, hazing, abusive conduct, or retaliation against a student or School employees.

In addition, School employees, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing, bullying, or abusive conduct and shall not plan, direct, encourage, assist, engage or participate in any activity that involves hazing, bullying, or abusive conduct.

Any bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to OCR compliance regulations.

Definitions

Abusive Conduct – For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or student directed toward a School employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. A single act does not constitute abusive conduct.

Bullying -- For purposes of this policy, "bullying" means a School employee or student intentionally committing a written, verbal, or physical act against a School employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:

- (1) causing physical or emotional harm to the School employee or student;
- (2) causing damage to the School employee’s or student’s property;
- (3) placing the School employee or student in reasonable fear of:
 - (a) harm to the School employee’s or student’s physical or emotional well-being; or
 - (b) damage to the School employee’s or student’s property;
- (4) creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - (a) the pervasiveness, persistence, or severity of the actions; or
 - (b) a power differential between the bully and the target; or
- (5) substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.

Bullying also includes relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation.

This conduct constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct. In addition, bullying is commonly understood as aggressive behavior that is intended to cause distress and harm; exists in a relationship in which there is an imbalance of power and strength; and is repeated over time.

Civil Rights Violations – For purposes of this policy, “civil rights violations” means bullying, including cyber-bullying, abusive conduct, or hazing that is targeted at a federally protected class.

Cyber-bullying -- For purposes of this policy, "cyber-bullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or

with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

Federally protected class – For purposes of this policy, “federally protected class” means any group protected from discrimination under federal law.

(1) Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.

(2) Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.

(3) Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability.

(4) Other areas included under these acts include religion, gender, and sexual orientation.

Hazing -- For purposes of this policy, “hazing” means a School employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a School employee or student that:

(1) (a) endangers the mental or physical health or safety of a School employee or student;

(b) involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;

(c) involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a School employee or student; or

(d) involves any activity that would subject a School employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a School employee or student to extreme embarrassment, shame, or humiliation; and

(2) (a)(i) is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a School or School sponsored team, organization, program, club, or event; or

(ii) is directed toward a School employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a School or School sponsored team, organization, program, club, or event in which the individual who commits the act also participates.

(3) The conduct described above constitutes hazing, regardless of whether the School employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

Retaliate or Retaliation -- For purposes of this policy, "retaliate or retaliation" means an act or communication intended:

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

School Employee – For purposes of this policy, “School employee” means an individual working in the individual’s official capacity as:

- (1) a School teacher;
- (2) a School staff member;
- (3) a School administrator; or
- (4) an individual:
 - (a) who is employed, directly or indirectly, by the School; and
 - (b) who works on the School’s campus(es).

Reporting and Investigation

Students who have been subjected to or witnessed hazing, bullying, cyber-bullying, or retaliation, and students who have witnessed abusive conduct, must promptly report such incidents to any School personnel orally or in writing.

School employees who have been subjected to or witnessed hazing, bullying, cyberbullying, abusive conduct, or retaliation must report such incidents to the School Principal orally or in writing.

Each report of prohibited conduct shall include: name of complaining party; name of victim of prohibited conduct (if different than complaining party); name of offender (if known); date and location of incident(s); and a statement describing the incident(s), including names of witnesses (if known). In connection with a report of prohibited conduct, students and School employees may request that their identity be kept anonymous, and reasonable steps shall be taken by the Principal and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible. School employees will take strong responsive action to prevent retaliation, including assisting students who are victims of prohibited conduct and his or her parents or guardians in reporting subsequent problems and new incidents.

The Principal or designee shall promptly make a reasonably thorough investigation of all complaints of prohibited conduct, including, to the extent possible, anonymous reports, and shall, in accordance with the Consequences of Prohibited Behavior section below, administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report.

The Principal may report to law enforcement all acts of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that constitute suspected criminal activity.

The Principal may report to OCR all acts of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that may be violations of student(s)' or employee(s)' civil rights.

It is the School's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the School's computer equipment and network system, and routine monitoring or maintenance may lead to discovery that a user has violated School policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of this policy will be confiscated for investigation and may be turned over to law enforcement.

Parental Notification

The Principal or designee will timely notify a student's parent or guardian (a) if the student threatens to commit suicide or (b) of any incidence of bullying, cyber-bullying, hazing, abusive conduct, or retaliation involving the student. The Principal or designee will attempt to contact the parent or guardian by telephone or schedule an in-person meeting with them to discuss these matters. In the event the Principal or designee is not able to meet in person or discuss via telephone, the Principal or designee will send a letter to the parent or guardian providing the required notification.

The Principal or designee will produce and maintain a record that verifies that the parent or guardian was notified. If an in-person meeting takes place, the Principal or designee will ask the parent or guardian to sign a form acknowledging that the notification was provided. If a telephone conversation takes place, the Principal or designee will document the date and time of the telephone call, who was spoken to, and brief notes regarding the notification that was provided and the content of the conversation. If a letter is sent, the Principal or designee will retain a copy of the letter along with a note regarding when it was mailed. The School will retain the record as long as the student is enrolled at the School and destroy the record after that time. The School will maintain the confidentiality of the record in accordance with Utah Code § 53G-9-604.

Student Assessment

The Principal or designee will solicit student assessments of the prevalence of bullying, cyber-bullying, and hazing in the School, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.

Consequences of Prohibited Behavior

School officials have the authority to discipline students for off-campus speech that causes or threatens a substantial disruption on campus, including School activities, violent altercations, or a significant interference with a student's educational performance and involvement in School activities.

If, after an investigation, a student is found to be in violation of this policy by participating in or encouraging conduct prohibited by this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code § 53G-8-205, removal from participation in School activities, and/or discipline in accordance with regulations of the U.S. Department of Education Office for Civil Rights (OCR).

If, after an investigation, a School employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination, reassignment or other appropriate action.

Grievance Process for School Employees

As explained above, a School employee who has experienced abusive conduct must report the incident to the Principal orally or in writing. If the School employee is not satisfied with the Principal's or designee's investigation of the abusive conduct and/or the resulting disciplinary action (or recommended disciplinary action) against the perpetrator, the School employee may address/raise the issue with the Head of School and/or Board consistent with any complaint or grievance policy established by the School.

Additional Provisions

The Principal will ensure compliance with OCR regulations when civil rights violations are reported, as follows:

- (1) Once the School knows or reasonably should know of possible student-on-student bullying, cyber-bullying, or hazing, the School must take immediate and appropriate action to investigate.
- (2) If it is determined that the bullying, cyber-bullying, or hazing did occur as a result of the student-victim's membership in a protected class, the School shall take prompt and effective steps reasonably calculated to:
 - (a) end the bullying, cyber-bullying, or hazing
 - (b) eliminate any hostile environment, and
 - (c) prevent its recurrence.

(3) These duties are the School's responsibilities even if the misconduct is also covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the School to take action, or identifies the bullying, cyber-bullying, or hazing as a form of discrimination.

The Principal will take reasonable steps to ensure that any victim of prohibited conduct will be protected from further hazing, bullying, cyber-bullying, abusive conduct, and retaliation and that any student or School employee who reports such incidents will be protected from retaliation.

If the Principal believes that any victim or perpetrator of conduct prohibited by this policy would benefit from counseling, the Principal may refer such individuals for counseling.

To the extent allowable under applicable privacy laws, the Principal may inform the parents or guardians of a student who is a victim of conduct prohibited by this policy of the actions taken against the perpetrator of such conduct.

If the Principal believes that it would be in the best interests of the individuals involved, the Principal may involve the parents or guardians of a perpetrator or victim of hazing, bullying or retaliation in the process of responding to and resolving conduct prohibited by this policy.

Distribution of Policy

The Principal will inform students, parents or guardians, School employees and volunteers that hazing, bullying, cyber-bullying, abusive conduct, and retaliation are prohibited and will distribute a copy of this policy to such individuals. A copy of this policy will also be posted on the School's website and included in any student conduct or employee handbooks issued by the School.

Training

The Principal will ensure that School students, employees, coaches, and volunteers receive periodic training from individuals qualified to provide such training regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation, including training on civil rights violations and compliance when civil rights violations are reported. The training shall meet the standards established by the State Board of Education's rules.

To the extent possible, programs or initiatives designed to provide training and education regarding the prevention of bullying, hazing, abusive conduct, and retaliation will be implemented.

Action Plan to Address Reported Incidents of Bullying, Cyber-Bullying, Hazing, or Retaliation

The School will investigate all allegations of incidents of bullying, cyber-bullying, hazing, and retaliation in accordance with this policy and applicable law.

The Principal or their designee will investigate allegations of these incidents and ensure that this individual has adequate training to conduct such an investigation.

The School will investigate all allegations of these incidents by interviewing at least the alleged targeted individual and any individuals who are alleged to have engaged in the prohibited conduct. As part of the investigation, the School may also interview: (a) parents of the alleged targeted individual and the individual who is alleged to have engaged in prohibited conduct; (b) any witnesses; (c) School staff; and (d) other individuals who may provide additional information.

The individual who investigates an allegation of an incident will inform an individual being interviewed that (i) to the extent allowed by law, the individual is required to keep all details of the interview confidential; and (ii) further reports of bullying will become part of the review. However, the confidentiality requirement described in this paragraph does not apply to conversations with law enforcement, requests for information pursuant to a warrant or subpoena, a state or federal reporting requirement, or other reporting required by applicable law.

In conducting this investigation, the School may (a) review disciplinary reports of involved students; and (b) review physical evidence, including video or audio, notes, email, text messages, social media, or graffiti.

The School will report incidents of bullying, cyber-bullying, hazing, and retaliation to law enforcement when the administrator reasonably determines that the alleged incident may have violated criminal law.

Following the investigation of a confirmed allegation of an incident of bullying, cyberbullying, hazing, or retaliation, the School may, if the administrator determines it is appropriate, take positive restorative justice practice action, as defined in R277-613-2(9) and support involved students through trauma-informed practices, as defined in R277613-2(12). However, an alleged targeted individual is not required to participate in a restorative justice practice with an individual who is alleged to have engaged in prohibited conduct. If the School would like an alleged targeted individual who is a student to participate in a restorative justice practice, the School will notify the alleged targeted individual's parent of the restorative justice practice and obtain consent before including the alleged targeted individual in the process.

Child Find

A. CHILD FIND. 34 CFR §§300.101, 111; USBE SER II.A.

Utah Virtual Academy has policies and procedures to ensure that all students with disabilities enrolled in the school, including students who are highly mobile, students who have been suspended or expelled from school, students who have not graduated from high school with a regular high school diploma, and those who are suspected of being a student with a disability and who are in need of special education or special education and related services even though they are advancing from grade to grade, students in State custody/care, students in nursing homes, and regardless of the severity of the disability, are identified, located, and evaluated. This includes a practical method for determining which students are currently receiving needed special education or special education and related services.

Utah Virtual Academy strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury. The process of identifying, locating, and evaluating these children is referred to as Child Find.

As a public school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. In order to comply with the Child Find requirements, UTVA will implement procedures to help ensure that all UTVA students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated—including students with disabilities who are homeless or students who are wards of the state.

Parent/Guardian permission and involvement is a vital piece in the process. Once a student has been identified as having a "suspected disability" or identified as having a disability, UTVA will ask the student or the student's Parent/Guardian for information about the child such as:

- How has the suspected disability or identified disability hindered the student's learning?
- What has been done, educationally, to intervene and correct the student's emerging learning deficits?
- What educational or medical information relative to the suspected disability or identified disability is available to be shared with the school?

This information may also be obtained from the student's present or former teachers, therapists, doctors, or from other agencies that have information about the student.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. In keeping with this confidence, UTVA will keep a record of all persons who review confidential information. In accordance with state regulations, parents have the right to review their child's records.

As part of the Child Find process, some services may include a complete evaluation, an individualized education program designed specifically for the child, and a referral to other agencies providing special services.

Consent

Utah Virtual Academy cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of a student's parents/legal guardians. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at

<https://www.schools.utah.gov/specialeducation/resources/lawsrulesregulations> or by accessing the link via the Child Find section of the UTVA website. Once written parental/guardian consent is obtained, UTVA will proceed with the evaluation process. If the parent disagrees with the evaluation results, the parent can request an independent education evaluation at public expense.

B. CHILD FIND PROCEDURES. 34 CFR §§300.131; USBE SER II.A.4.

Utah Virtual Academy conducts the following procedures to ensure that students suspected of having a disability are identified and located:

1. Finding students who have been receiving needed special education or special education and related services.

a. The enrollment application process includes live questions asked by an enrollment specialist about whether a student has received special education or special education and related services in the previous school or educational program.

b. Parents are asked during registration if the students received any services beyond the regular program in the previous school, and if parents respond in the affirmative, the Special Education Data Manager and Administrative Assistant are notified, and will request records from the student's previous school.

c. Utah Virtual Academy follows all the procedures detailed on the In-State and Out-of-State Transfer Student Checklists on the USBE website. USBE SER III.C.

2. In identifying and locating students who are suspected of having a disability and have not been previously identified or determined eligible for special education or special education and related services, Utah Virtual Academy implements the following procedures:

a. Annual training of all staff on the Child Find obligation and on awareness of observed academic or social/emotional behaviors that might suggest a suspected disability.

b. Notice in a student or parent handbook and on Utah Virtual Academy website of the referral procedures and of the availability of services for eligible students with disabilities.

c. If a parent or staff member is concerned about a student in a grade below or above the grade levels served by the Charter School, or younger or older than the students served by the Charter School, the parent or staff member is referred to the school district of the student's parent(s) or adult student's residence.

3. Utah Virtual Academy has no responsibility for Child Find for homeschooled or private school students.

4. Utah Virtual Academy does not refer its own students to the local school district for Child Find.

C. REFERRAL. 34 FR §300.301; USBE SER II.B.

Procedure.

When parent(s), adult student, or school staff member suspects a student may have a disability, the following referral procedure is implemented:

a. Teachers document results of classroom instruction and intervention using a specific checklist and submit to the Child Find Coordinator who then convenes a Child Management Team (CMT), which includes a general education teacher.

Note: Pre-referral interventions or a Response to Intervention system are not used to delay an evaluation for eligibility when a staff member or parent(s) or adult student requests an evaluation.

b. The person making the referral/request for initial evaluation completes and signs a referral form. If school personnel are making the referral, documentation of contacts with the parents about the concerns regarding the student's educational performance is attached.

c. The referral form is given to the Special Education Coordinator for that grade level, who reviews existing data (including results of any interventions attempted and the Child Management Team recommendations) on the student and determines if the referral should go forward for a full evaluation.

(1) If it is decided that the evaluation should take place, the Charter School or Special Education Director assigns the student back to the Child Find Coordinator to oversee/conduct the evaluation, including obtaining the parental or adult student consent.

(2) If the referral is not going to result in a full evaluation, the Special Education Coordinator sends the parent a Written Prior Notice of Refusal to take the action of conducting an evaluation.

d. Utah Virtual Academy responds to each request for evaluation within a reasonable timeframe.

Note: Each school district and charter school shall provide an initial special education assessment for children who enter the custody of the Division of Child and Family Services (DCFS), upon request by that division, for students whose school records indicate that they may have disabilities requiring special education services. This assessment shall be conducted within 30 calendar days of the request by DCFS. 53A-15-304.5.

D. EVALUATION.

Parental/Adult Student Consent. 34 CFR §300.300; USBE SER II.C.

Prior to initiating a full and complete individual evaluation, Written Prior Notice (WPN) and consent from the parent(s) of the student or the adult student is required and obtained.

- a. The consent informs the parent(s) or adult student that the evaluation is being proposed because the student is suspected of having a disability that adversely affects the student's educational performance and that the student may be eligible for special education or special education and related services.
- b. The consent indicates the areas in which the evaluation team will conduct tests or utilize other assessment tools or methods with the student.
- c. Reasonable efforts to obtain parental or adult student consent are made and documented by the Charter School.
- d. For initial evaluations only, if the student is a ward of the State and is not residing with the student's parent(s), the Charter School is not required to obtain informed consent from the parent if, despite reasonable efforts to do so, the Charter School cannot discover the whereabouts of the parent(s); the rights of the parent(s) of the student have been terminated in accordance with State law; or the rights of the parents to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed to represent the student.
- e. If the parent(s) of a student or an adult student enrolled in public school or seeking to be enrolled in public school does not provide consent for initial evaluation, or fails to respond to a request to provide consent, the Charter School may, but is not required to, pursue the initial evaluation of the student by utilizing the Procedural Safeguards or the due process procedures in the USBE SER IV.I-P. The Charter School does not violate its obligation under Child Find provisions of USBE SER IV if it declines to pursue the evaluation by utilizing the Procedural Safeguards or the due process procedures.

2. When conducting psychological evaluations, Utah Virtual Academy implements the parental or adult student consent requirements of UCA 53A-13-302 (Utah FERPA).

3. Parental or adult student consent is not required before administering a test or other evaluation that is given to all students (unless consent is required for all students) or before conducting a review of existing data.

4. Written Prior Notice. 34 CFR §300.503; USBE SER IV.D.

The parent(s) of the student or adult student is given Written Prior Notice (WPN) that the evaluation will be conducted. (See Section IV.C of this Policy and Procedures Manual for required components of Written Prior Notice.) Written Prior Notice is embedded in Utah Virtual Academy Consent for Evaluation form.

5. Parental or adult student consent for evaluation is not construed as consent to provide special education or special education and related services.

6. Utah Virtual Academy does not use parent(s)'s or adult student's refusal to consent to one service or activity to deny the parent(s) or student any other service, benefit, or activity of the Charter School.

7. Initial Evaluation. 34 CFR §300.301; USBE SER II.D.

a. When the signed parental or adult student consent or refusal of consent for evaluation is received at the school, the school secretary or special education teacher writes the date it was received on the form. If parental or adult student consent is obtained, this date documents the beginning of the timeline for the evaluation.

b. The Charter School completes all initial evaluations within 45 school days of receiving the consent, unless the initial evaluation was requested by DCFS, in which case it is conducted within 30 calendar days. UCA 53A-15.304.5. The 45 school day timeline does not apply if the parent(s) fails to produce the student for the evaluation or the adult student repeatedly fails or refuses to participate in evaluation activities.

c. If the student enrolls in the Charter School after the timeframe has started in a previous LEA, the Charter School must make sufficient progress to ensure prompt compliance in accordance with a written agreement with the parent(s) or adult student as to when the evaluation will be completed.

8. Evaluation Process. 34 CFR §300.304; USBE SER II.F.

a. Review of Existing Data.

When conducting an initial evaluation (when appropriate), the Child Find Coordinator (case manager for all initial evaluation students) gathers existing data about the student's educational performance for the evaluation team to consider. This may include student records of grades, courses completed, statewide test results, school-wide test results, classroom assessments,

teacher interviews, parent(s) input, observations, notes in the student's cumulative file, and other available information.

b. Administration of Additional Assessments.

Utah Virtual Academy uses a variety of assessment tools to gather relevant functional, developmental, and academic information about the student as part of a full and individual initial evaluation, as indicated on the Consent for Evaluation form. This information may assist the Eligibility Team in determining whether the student is a student with a disability. Also, the information informs the IEP Team of the student's educational needs, including information relating to enabling the student to be involved in and make progress in the general education curriculum. Finally, the information supports the development of the contents of the IEP.

c. The administration of the assessments follows all of the requirements of USBE SER II.F including:

- (1) Use of more than one procedure, assessment, and other evaluation materials tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
- (2) Use of technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors and consider the publication date and continued validity of assessments in use when new editions are published;
- (3) Selection of tools which are not discriminatory on a racial or cultural basis;
- (4) Administration in student's native language or other mode of communication, and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
- (5) Administration of assessments to address specific areas of concern identified by the evaluation team including the parent(s) or adult student;
- (6) Use of assessments for the purposes intended and in accordance with the publisher's administration standards;
- (7) Selection, administration, and interpretation by trained and knowledgeable personnel in accordance with any instructions and administrator requirements provided by the producer of the assessments and the Standards for Educational and Psychological Testing (AERA, ACA, NCME, 2014);
- (8) Administration of psychological testing and evaluation of personal characteristics, such as IQ, personality, abilities, interests, aptitudes, and neuropsychological functioning only by personnel who have been trained and fully meet the administrator/use/

interpreter qualifications of the test publisher;

(9) Charter school assurance and documentation that all evaluators meet the assessment publisher's administrator/interpreter/user requirements for all assessments (e.g. appropriate degree, higher education coursework in tests and measures, and supervised practical);

(10) Use of tools that assess what they purport to measure and not just the student's disability;

(11) Assessment in all areas related to the student's suspected disability; and

(12) Comprehensive assessment, not just in areas commonly associated with a specific disability.

d. Specific Categorical Evaluation Requirements.

Evaluations for students suspected of having a disability in each of the 13 areas of disability include the requirements for evaluation procedures and assessment of student performance in specific areas identified in USBE SER II.J.1–13.

9. Utah Virtual Academy contacts the Utah Schools for the Deaf and Blind for assistance with administering and appropriately interpreting assessments for students with visual and/or hearing impairments. USBE SER II.F.2.

E. REEVALUATION PROCEDURES. 34 CFR §300.303; USBE SER II.G.

1. Utah Virtual Academy conducts a reevaluation of each student with a disability when the educational or related services needs, including improved academic achievement and functional performance of a student, warrant a reevaluation; or if the student's parent(s), adult student, or teacher requests a reevaluation.

2. A reevaluation may not occur more than once a year, unless the parent(s) or adult student and Utah Virtual Academy agree otherwise.

3. A reevaluation must occur at least once every three years, unless the parent(s) or adult student and Utah Virtual Academy agree that a reevaluation is unnecessary as there are data available to continue eligibility and determine the educational needs of the student.

4. When the parent(s) or adult student and Utah Virtual Academy agree that a reevaluation is unnecessary, the team must document data reviewed and used in an evaluation report and complete an eligibility determination document.

5. Parental or adult student consent for reevaluations.

a. Utah Virtual Academy obtains informed parental or adult student consent prior to conducting any reevaluation of a student with a disability, if the reevaluation includes the administration of additional assessments to the student.

b. If the parent(s) or adult student refuses to consent to the reevaluation, Utah Virtual Academy may, but is not required to, pursue the reevaluation by using the dispute resolution procedures provided in the Procedural Safeguards, including mediation or due process procedures.

c. The reevaluation may be conducted without parental or adult student consent if the school can demonstrate that it made reasonable attempts to obtain such consent and the student's parent(s) or adult student has failed to respond. A written record of the attempts is maintained in the student's special education file.

Crisis Plan

In the event of a school-wide UTVA emergency, you will be notified via email. If the emergency directly relates to a specific student, the legal guardian and Learning Coach will be contacted via phone. In the event of an Online School outage, please complete offline activities and log the completion and attendance when all systems are functional again. Please check back throughout the day to determine when the system is working again.

Natural disasters and man-made disasters are potential hazards for which we must be prepared. We must also prepare for crisis situations—which could include intruders, hostile individuals, weapons, and bomb threats. The objective of a School Crisis Management Plan is to provide a framework by which decisions can be made during such disasters or crises with the ultimate goal of safeguarding students, families and school personnel. The complete Crisis Plan is part of the Operations Manual.

Outings

In addition to the emergency response plan, supervisory personnel review all school sponsored outings relative to a national alert status. The approval of outings is contingent upon the existence of a safe climate for travel at the time of student departure. If the national security alert goes to red, no outings will be permitted. During orange or high alert, all outings will be reviewed on an individual basis and may not be permitted. With yellow/blue/green status, trips will be reviewed in accordance with the school policy.

Fire Alarm

1. Evacuate the building according to the approved escape plan in the room.
2. If a physical outing, take attendance for students. Keep students calm in a designated area.
3. Take attendance upon returning to the room after all clear is sounded.

Complaint Response Procedure

The administration and faculty at Utah Virtual Academy are invested in achieving and fostering student/family school satisfaction. The procedures below have been put in place to ensure that student/family grievances are handled fairly by the appropriate people and in a timely manner. UTVA prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, or religion.

The student and parent(s), custodian(s) or legal guardian(s), address in writing any concern or grievance to the program director. The program director responds within ten (10) working days.

If the concern or grievance is not resolved by the program director, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the program director's response, request in writing a meeting (via phone or in person) with the program director to discuss the concern or grievance. He/she investigates and responds within ten (10) working days.

If the family's concern is not resolved at the meeting with the program director, the family may file a complaint with the UTVA governing body. The UTVA governing body may address the complaint directly, or the family may file a complaint with the State Board for Charter Schools. UTVA has 30 days to respond in writing to a formal complaint filed with the State Board for Charter Schools.

Escalation Path

The following grievance procedure has been developed to ensure that grievances are addressed fairly by the appropriate persons, in a timely manner. Utah Virtual Academy prohibits discrimination against its students/family on the basis of disability, race, creed, color, gender, national origin, religion or ancestry. The timeframe for all appeals by employees and students/parents in the process is ten days unless determined by state or federal law.

UTVA teachers are expected to remain professional during periods of grievances with families. Parental request for reassignment will be reviewed by administration on a case-by-case basis. See Student Handbook for an outline of the escalation of concerns before being presented to UTVA Board.

In the event that resolution by UTVA Administration is not considered satisfactory, by the student and parent(s) or legal guardian(s), they may, within ten days of the presented resolution, request a review with the UTVA Board. The Board shall investigate and respond to the student and parent(s) or legal guardian(s) within ten days after the review. The decision of the Board will be accomplished by the vote of a simple majority and the decision is final.

If the grievance falls within the last 10 days of school, the entire process will be resolved by June 30th.

Data Practices & Student Privacy

We have a variety of tools and resources to assist families. Here you'll find school policy documents, and other helpful references to return to throughout the school year.

UTVA Data Privacy Policy

Utah Virtual Academy (UTVA) collects student data that is necessary to provide its students with appropriate educational services and programs. The collected data is stored in the students' cumulative record.

Collection, Use, and Sharing Student Data

The collection, use, and sharing of student data has both benefits and risks. Parents and students should review this information to learn about these benefits and risks to make informed decisions regarding this data.

Student data is collected by UTVA during the enrollment process and through the parent portal. All paper documents collected during this process are maintained in a fire proof, locked filing cabinet, at the UTVA office. Student data is stored and secured in an individual student cumulative file, as well as within the UTVA online educational system.

In addition to data that is stored on site, critical online information is securely maintained by Stride K12 and data backups occur daily. Data is backed up to a separate, disk-based storage system in a secure, geographically segregated data center for optimal protection. Stride K12 also employs a data replication strategy and architecture. This data replication strategy is designed to help protect against data loss should the primary data center experience a catastrophic event requiring Stride K12 to run system operations from our contingency data center.

Collecting student data -- Prohibition -- Student data disclosure statement --Authorization

UTVA may collect necessary student data and maintain that data in a cumulative record from:

- the student, if the student is an adult student; or
- the student's parent, if the student is not an adult student.

In accordance with state guidelines, UTVA will collect the student data listed below. All collected student data will be maintained in the student's cumulative record:

- Student Name
- Birth Certificate US or Country of Origin/student's age
- Proof of Residence
- Immunization record
- Free and Reduced Lunch Status
- School behavior record, including suspension and expulsion records (as appropriate)

- Vision and Hearing Screenings
- Special education program information (as appropriate), including:
 - an individualized education program;
 - a Section 504 accommodation plan; or
 - an English learner plans

In addition, accordance with state guidelines, UTVA will collect the following optional data, based on individual student need:

- Official Immigration Documentation
- US citizenship official documentation
- US Passport
- School Transcripts
- Promotion, Grade Placement, and Retention History
- Attendance history
- High School course credit history
- Report Cards
- Academic testing results such as ACT, Diebels, SAGE, and interim assessments
- Court Documents signed or stamped by a judge, magistrate, or deputy clerk
- Court Orders
- Proof of legal guardianship, per state guidelines
- Department of Child Services Documentation
- Children’s Health Information Red Pack (“CHIRP”) Form
- Written statement signed by one parent or guardian that the child is an adherent of a religious denomination
- English Language Learning needs
- Medical and social developmental history, as necessary to ensure educational access and programming
- Evaluation reports, such as cognitive and achievement data, as necessary to ensure educational access and programming

UTVA will not request or collect a student’s social security number or criminal record unless required by law.

Data Security and Governance Policy

Sharing student data -- Prohibition -- Requirements UTVA’s Data Manager

UTVA will not share a student's personally identifiable student data if the personally identifiable student data is not shared in accordance with: the Family Education Rights and Privacy Act (FERPA) and related provisions under 20 U.S.C. Secs. 1232g and 1232h; and this policy.

The Data Manager will be responsible for the following and will serve as the primary point of contact questions about student data from students, parents and state officials.

- UTVA’s Data Manager authorize and manage the sharing of personally identifiable student data from a cumulative record for UTVA.
- The UTVA’s Data Manager will not permit the sharing of student personally identifiable data from a cumulative record outside of the school without parent permission.
- UTVA’s Data Manager may share the personally identifiable student data of a student with the student and the student's parent, if the student is under 18 years of age.
- UTVA’s Data Manager may share a student's personally identifiable student data from a cumulative record with:
 - a school official;
 - an authorized caseworker or other representative of the Utah Department of Human Services if;
 - (a) the Department of Human Services is:
 - (i) legally responsible for the care and protection of the student; or
 - (ii) providing services to the student;
 - (b) the student's personally identifiable student data is not shared with a person who is not authorized:
 - (i) to address the student's education needs; or
 - (ii) by the Department of Human Services to receive the student's personally identifiable student data; and
 - (c) the Department of Human Services maintains and protects the student's personally identifiable student data, or a person to whom UTVA has outsourced a service or function:
 - (i) that the education entity's employees would typically perform; or
 - (ii) to research the effectiveness of a program's implementation;
- UTVA’s Data Manager may share personally identifiable student data in response to a subpoena issued by a court

The UTVA’s Data Manager may share aggregate data:

- If UTVA’s Data Manager receives a request to share data for the purpose of external research or evaluation. The student data manager shall:
 - submit the request to UTVA’s external research review process; and
 - fulfill the instructions that result from the review process.
- UTVA’s Data Manager may not share personally identifiable student data for the purpose of external research or evaluation.

Aggregate data means data that:

- are totaled and reported at the group, cohort, school, school district, region, or state level with at least 10 individuals in the level;
- do not reveal personally identifiable student data; and
- are collected in accordance with board rule.

Student ownership of their own data --

A student owns the student's personally identifiable student data and owns all rights to their personal data. Students and parents are responsible for their own collection, use, or sharing of their student data. A student may download, export, transfer, save, or maintain his or her student's student data.

Notification in case of breach:

If there is a release of a student's personally identifiable student data due to a UTVA security breach, UTVA will notify:

- the student, if the student is an adult student; or
- the student's parent or legal guardian, if the student is not an adult student.

Biometric Identifier Information

UTVA has elected not to collect student biometric identifier information, at this time.

Compliance With Applicable Law

This policy is a good faith attempt to comply with all applicable laws. To the extent any provision of this policy does not comply with any applicable law, it is invalid to the extent to it does not comply with any applicable law.

UTVA External Research Policy

Applications to conduct research involving students, parents or staff of Utah Virtual Academy (UTVA) must be approved in writing by the Head of School in conjunction with various administrators. While UTVA is committed to the advancement of educational research any project or research approved must be aligned and support UTVA's Academic Plan. In addition, proposed research generally will not be approved during the time students are participating in state testing (April-June).

Research guidelines incorporated in this application are designed:

- to protect staff and student time from unauthorized or excessive data collection.
- to protect the confidentiality and safety of students, parents and staff.
- to guarantee the integrity and quality of any research conducted in the school.
- to ensure the school is complying with applicable laws and regulations governing student data privacy.

This policy, applies to research studies which includes the systematic collection of any data about UTVA students, parents, and/or staff for developing descriptions, predictions, interventions or explanations relating to various aspects of education.

Research studies may include:

- Projects/research that addresses critical educational needs of the district.
- Grant-funded projects that have been subjected to peer review and have full-time faculty or professional evaluators supervising data collection and analysis.
- Studies conducted by the district employees for the purpose of fulfilling advanced degree requirements.
- Studies conducted by agencies that provide health and social services for children and families
- Surveys for grant monies use evaluation

Approved research must not violate state and federal code related to privacy. In addition, it should not impose undue burden on school personnel, such as excessive surveys, testing and unreasonable time demands. In addition, no research by students at the undergraduate level will be approved.

The Application Process

The following instructions describe the forms/documentation that must be submitted for consideration of approval of external research. These should be submitted to: Meghan Merideth, Head of School, mmerideth@utahvirtual.org.

Each application must include the following elements:

1. Name of the organization, institution or agency represented by investigator and or team.
 2. Other institutional review or human subject review boards involved (attach copies of current approval from all applicable approval sources).
 3. Names and titles of all researchers who will have contact with subjects and data.
 4. The proposal should include the following information:
 5. Statement of the research questions, problem, or purpose.
- The research/study time period.
 - A brief literature review including sources supporting the thesis of the research project.
 - Description of research design, sample data, data collection procedures and methods of analysis used.
 - If applicable, provide copies of any surveys, tests and questions that will be employed.
 - If applicable, provide copies of all necessary Informed Consent documents.
 - Data on how all the data will be secured, shared and destroyed following the completion of the research.

The forms used for the study to obtain consent from parties from whom data will be collected must include descriptions of: (1) the individual(s) conducting the research including contact information, (2) the purpose of the study, (3) data collection procedures, (4) the study duration and time required of those participating in the study, (5) procedures to withdraw from the study with no penalty, (6) how the data will be utilized, (7) potential risks and benefits to the

participants and (8) steps taken to ensure confidentiality of the study data and participants. In addition, these consent forms must include lines for participant's signature and date of signature giving consent.

The last date for new research to be considered is 30 days prior to the end of the school year. However, UTVA reserves the right to extend the period should the need arise. Any research deadlines extensions must be submitted in writing to the HOS 30 days before expiration of existing research permission dates.

Review Process

Research requests will be assessed foremost for their value to UTVA and UTVA families. In addition, UTVA will assess the relative cost-benefit of the research to UTVA . Finally, the research design should be one from which valid conclusions can be drawn.

Prior to making the decision whether or not to approve the external research request, the Head of School will obtain feedback from the Administration team and other stakeholders, as appropriate, based on their knowledge of and concern with the proposed research including the researchers access to and use of student data.

The review process will take approximately four weeks to complete, but it could take longer. A final decision regarding the status of the application will be sent to the applicant in writing.

Research Conduct

UTVA holds the following expectations for external researchers:

- The confidentiality of student records must be maintained and the privacy and rights of individuals and schools respected.
- While conducting research studies in the schools, individuals should abide by standards of professional conduct and dress.
- The disruption of the school's routine must be kept to a minimum.
- Meetings and data collection should be scheduled far enough in advance to allow for adequate planning.
- It is the obligation of the researcher to secure informed consent from parents/guardians.
- The researcher(s) is/are responsible for absorbing all financial costs of conducting the study.
- The researcher(s) must notify the Head of School regarding any proposed changes in the study. Such changes cannot proceed until the Head of School has approved them in writing.
- No research will be approved unless the researcher agrees to provide UTVA a copy of the final research report. The researcher applicant must agree to release this report for use by UTVA and its service provider without limitation, approval or remuneration.

Compliance with Applicable Law

This policy is a good faith attempt to comply with all applicable laws. To the extent any provision of this policy does not comply with any applicable law, it is invalid to the extent to it does not comply with any applicable law.”

UTVA’s Meta Data Dictionary

The Metadata Dictionary is a required online portal by state law (the Student Data Protection Act, U.C.A §53E-9-301(14) and U.C.A §53E-9-303(b)). The purpose of the Dictionary is to speak to questions of data privacy and ultimately to transparency—allowing parents and students to know what data is being collected and with whom it is being shared with. All student data that is sent to a third-party vendor must be catalogued on the Utah State Board of Education's Metadata Dictionary. The Metadata Dictionary is open to the public and contains a list of approved online entities that UTVA has engaged in partnerships. The Metadata Dictionary can be found [here](#).

UTVA Student Data Collection Notice

Utah Virtual Academy (the “School”) collects student data for two main purposes: to comply with law and to improve students’ educational experience. Student data enables the School to participate in education programs and to qualify for education funds. Student data also helps the School to better plan and personalize classroom instruction, increase student and teacher performance, and make informed decisions.

Student data collected by the School includes data defined as necessary student data, optional student data, and personally identifiable student data (PII) in Utah Code § 53E-9-301. The School collects student data primarily through registration, but it also collects additional student data during the school year. The necessary, optional, and PII data collected by the School is listed in its Data Governance Plan, which is published on the School’s website. The School does not collect student social security numbers or, except as required in Utah Code § 78A-6-112, criminal records.

The School strives to not share PII unless the sharing is in accordance with Utah’s student privacy and data protection laws and the Family Educational Rights and Privacy Act (“FERPA”). Except as allowed by law, the School will not share PII externally without written consent. Some examples of where the School is allowed by law to share PII without written consent include sharing such data with an authorized caseworker or other representative of the Department of Human Services, in response to a valid subpoena, or to persons or entities qualifying as school officials under FERPA.

The School takes many measures to protect student data. Student data stored digitally is stored on computers and systems that are secured, maintained, and supported by qualified IT service providers. Confidential PII in print form is stored in secured, locked areas in the School.

A student's rights under Utah Code § 53E-9-301 through 310 include:

- Each student owns his or her PII. A student and his or her parent must be allowed to access such student data maintained by the School;
- A student's parent or guardian, or an adult student, has the right to be notified by the School if a significant data breach occurs at the School;
- A prior student or parent of a prior student is entitled to have the prior student's student data that is stored by the School expunged in accordance with State Board of Education rules; and
- A student is entitled to receive a student data collection notice from the School prior to the School collecting necessary or optional student data of the student.

The collection, use, and sharing of student data has both benefits and risks. Parents and students should learn about these benefits and risks and make choices regarding student data accordingly.

Consent Form – Applicable to Students in Grades 9-12

The School requests written consent to share with the State Board of Regents the following student data of students in grades 9-12:

- Name
- Parent name;
- Grade;
- School; and
- Contact information (primary phone number, email address, and physical address).

This student data would be used by the State Board of Regents strictly for the purpose of providing information and resources about higher education to students in grades 9-12 and to help such students enter the higher education system and remain until graduation.

Fee Waiver Policy

Purpose

Utah Virtual Academy (the "School") must abide by the Utah State Board of Education rules which direct the Board of Education to implement a policy regarding student fees. The rule is authorized under Article X, Sections 2 and 3 of the Utah Constitution, which provides that elementary and secondary schools shall be free except that fees may be imposed in secondary schools as authorized by the Utah State Legislature. Utah state law also allows schools to establish money collection and handling procedures.

The purpose of the Fee Schedule and Fee Waivers are to provide educational opportunities for all students. This allows the School to establish a reasonable system of fees, while prohibiting

practices that would exclude those unable to pay from participation in school-sponsored activities.

Policy

Under the direction of the Board of Directors (the “Board”), the Head of School is authorized to administer this policy and to do so fairly, objectively, and without delay, avoiding stigma and unreasonable burdens on students or parents/guardians.

Classes & Activities During the Regular School Day

The School may require students at any grade level to provide materials or pay for their optional projects, but a student may not be required to select an optional project requiring the student to obtain additional material as a condition for enrolling in or completing a course. The school shall base mandatory course projects on experiences that are free to all students.

Kindergarten through Sixth Grade

No fee may be charged in kindergarten through sixth grades for materials, textbooks, supplies or for any class or regular school day activity, including assemblies and field trips. Elementary students cannot be required to provide their own school supplies. However, the School or teacher may compile and provide to the parent or guardian of students in grades kindergarten through sixth a suggested list of supplies for use during the regular school day so that a parent or guardian may furnish on a voluntary basis those supplies for student use. The list provided to a student's parent or guardian must include and be preceded by the following language: "NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL."

Seventh through Ninth Grade

Fees may be charged in grades 7-9 for materials, textbooks, supplies or for any class or regular school day activity, including assemblies and field trips. Fee waivers are available for any class that requires payment of fees or purchase of materials (i.e., tickets to events, etc.) in order for students to participate fully and to have the opportunity to acquire all skills and knowledge required for full credit and highest grades.

Secondary students may be required to provide their own student supplies, subject to the fee waiver provisions. All students are responsible to pay for any loss, breakage, or damage they cause to school property. Such loss, breakage, or damage to school property is not subject to fee waiver requirements.

AP Course Textbooks (course-based) - \$100-\$200/Course

CE Courses - \$5/credit

Activities Outside of the Regular School Day

Fees may be charged in all grades for any school-sponsored activity that does not take place during the regular school day where participation is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day. Fee waivers are available for such fees.

Activities that use the school facilities outside the regular school day and are not sponsored by the School may require fees (i.e., programs sponsored by the parent organization and/or an outside organization.) Fee waivers are not available for such fees.

General Provisions

The Board will approve a Fee Schedule at least once each year. No fee may be charged in connection with any class or School-sponsored activity, including extracurricular activities, unless the fee has been approved by the Board in the Fee Schedule.

The Head of School shall ensure that a written copy of the School's Fee Schedule is included with all registration materials provided to potential or continuing students. The procedures for obtaining the waivers and for appealing a denial of a waiver shall be provided as soon as possible prior to the time the fees become due.

The School will not exclude a student from school to obtain payment of fees or fines.

No present or former student may be denied receipt of unofficial transcripts, diplomas or grade reports for failure to pay school fees or fines. A reasonable charge may be made to cover the cost of duplicating or mailing transcripts and other school records. No charge may be made for duplicating or mailing copies of school records to an elementary or secondary school in which the student is enrolled or intends to enroll.

Donations or contributions may be solicited and accepted, but all such requests must clearly state that donations and contributions are voluntary. A donation is a fee if a student must make a donation in order to participate in an activity. No student may be excluded from any activity or program connected to the regular school day program because they did not make a donation.

Waivers

To ensure that no student is denied the opportunity to participate in a class or School-sponsored or supported activity because of an inability to pay a fee, the School provides fee waivers or other provisions in lieu of fee waivers as follows:

- The Principal will administer the policy and grant waivers.

- The process for obtaining waivers or pursuing alternatives shall be administered fairly, objectively, and without delay, and avoid stigma, embarrassment, undue attention, and unreasonable burdens on students and parents.
- The Principal will inform patrons of the process for obtaining waivers.
- The School will not treat a student receiving a fee waiver or provision in lieu of a fee waiver differently from other students.
- The School may not identify a student on fee waiver to students, staff members, or other persons who do not need to know.
- Fee waivers or other provisions in lieu of fee waivers will be available to any student whose parent is unable to pay a fee.
- The Principal will explore with the student and parent/guardian of a student eligible for a fee waiver the alternatives available for satisfying the fee requirement in lieu of waivers, including but not limited to (a) providing tutorial assistance to other students, (b) providing assistance before or after school to teachers and other school personnel on school-related matters, and (c) general community or home service.

Eligibility for Fee Waivers

1. A student is eligible for a fee waiver if the School receives verification that:
 - a. Based on family income, the student qualifies for free school lunch under United States Department of Agriculture child nutrition program regulations; b. The student to whom the fee applies receives Supplemental Security Income (SSI);
 - c. The family receives TANF (currently qualified for financial assistance or food stamps);
 - d. The student is in foster care through the Division of Child and Family Services; or e. The student is in state custody.
2. In lieu of income verification, the School may require alternative verification under the following circumstances:
 - a. If a student's family receives TANF, the School may require a letter of decision covering the period for which the fee waiver is sought from the Utah Department of Workforce Services;
 - b. If a student receives SSI, the School may require a benefit verification letter from the Social Security Administration;

c. If a student is in state custody or foster care, the School may rely on the youth in custody required intake form or school enrollment letter provided by a caseworker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department.

3. The School may grant a fee waiver to a student, on a case by case basis, who does not qualify for a fee waiver under the foregoing provisions but who, because of extenuating circumstances, is not reasonably capable of paying the fee.

4. If a student is eligible for waivers, textbook fees must be waived; no alternative in lieu of a fee waiver is permissible for such fees. However, a student may be offered a work alternative to a waiver for all other kinds of fees. Parents will be given the opportunity to review proposed alternatives to fee waivers.

5. Denial of eligibility for a waiver may be appealed in writing to the Principal within ten (10) school days of receiving notice of denial.

a. The School shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the Principal to discuss the parent's concerns.

b. If, after meeting with the Principal, the waiver is still denied, the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Board.

6. Any requirement that a student pay a fee will be suspended during any period in which the student's eligibility for a waiver is being determined or during the time a denial of waiver is being appealed.

In order to protect privacy and confidentiality, the School will not retain information or documentation provided to verify eligibility for fee waivers.

Items Eligible for Fee Waivers

Any charge, deposit, rental, or other mandatory payment for required student participation in any class, program or activity provided, sponsored or supported by the School are fees requiring approval of the Board and are subject to the fee waiver requirements.

Expenditures for costumes, clothing, and accessories (other than items of typical student dress) which are required for school attendance, participation in school activities, and expenditures for student travel as part of a school team, student group, or other school-approved trip, are fees requiring approval of the School and are subject to the fee waiver provisions of this policy.

Items Not Subject to Waivers

Fee waiver and other provisions in lieu of fee waivers are not available for charges assessed in connection with a student losing or willfully damaging school property.

Charges for yearbooks, picture books, and similar parent organization or vendor-sponsored items that are not required for participation in a class or activity are not fees, and fee waivers are not available for such items.

Fee waivers are not available for student supplies for secondary students if the item is something that is commonly found in students' homes regardless of wealth.

If a student must repeat a course or requires remediation to advance or graduate and a fee is associated with the course or the remediation program, it is presumed that the student will pay the fee.

Collection

The School may pursue reasonable methods for obtaining payment for fees and charges assessed in connection with a student losing or willfully damaging school property.

The School may not exclude students from school; refuse to issue a course grade; or withhold official student records, including written or electronic grade reports, diplomas, or transcripts, as a result of unpaid fees.

The School may withhold the official student records of a student responsible for lost or damaged School property consistent with Utah Code § 53G-8-212 but may not withhold a student's records required for student enrollment or placement in a subsequent school.

Consistent with Utah Code § 53G-6-604, the School will forward a certified copy of a transferring student's record to a new school within 30 days of the request, regardless of whether the student owes fees or fines to the School.

Students shall be given notice and an opportunity to pay fines prior to withholding issuance of official written grade reports, diplomas and transcripts. If the student and the student's parent or guardian are unable to pay for damages or if it is determined by the School in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then the School may provide for a program of voluntary work for the student in lieu of the payment. A general breakage fee levied against all students in a class or school is not permitted.

Refunds

Student fees are non-refundable.

FERPA (Family Education Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age (“eligible students”) certain rights regarding the student’s education records. These rights are

(1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

To request an inspection and review, the parent or eligible student should submit a written request to the Head of School that identifies the record(s) they wish to inspect. The Head of School makes arrangements for access and notifies the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request an amendment of the student’s education records that the parent or eligible student believes is inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the Head of School, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School notifies the parent or eligible student of the decision and advises them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA allows disclosure without consent.

One exception which permits the School to disclose information without consent, is when the School discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors of the School; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Ave., S.W.

Washington, D.C. 20202-4605

(5) FERPA requires that the School, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the School may disclose "directory information" without written consent, unless you, the parent or eligible student, have advised the School in writing that you do not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the School to include the following information from education records in certain school publications or disclose it to certain parties. Examples include

- shipment of computer and school materials to and from student's home,
- entry of student enrollment information into a computer database for use by school officials,
- honor roll or other recognition lists,
- school yearbook.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal laws requires the School to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised the School in writing that they do not want their student's information disclosed without prior written consent.

The School has designated the following information as directory information:

- name
- address
- telephone number
- e-mail address

- photo
- athletic information
- honor roll status
- grade level
- activities and clubs
- awards

If there are certain items the school has chosen to designate as directory information that you do not want disclosed from your child's education records, without your prior written consent, please send an e-mail identifying the information you do not want disclosed, your student's name, and the name of the virtual academy or affiliate school where your student is enrolled to: directoryinformation@k12.com. This e-mail must be sent within 30 days of enrolling in UTVA. Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English. You may contact the Utah Board of Education at 602-542-3111.

Final Exams

Students must take final exams at the end of each block. Excused absences are not allowed for these exams. In order to protect test confidentiality, all exams must be taken on assigned days. Students who cheat and/or plagiarize in any way on a final exam or final project shall not be allowed to resubmit it for credit. Final exam schedules are posted in course calendars at the beginning of the semester; further information is posted in course announcements and emailed to families throughout the semester.

Glossary

Asynchronous: Instruction that does not require students and teachers to be in a common place at the same time. Discussion boards are an example of an asynchronous type of instruction.

D2L: Desire to Learn! The platform used for UTVA courses and instruction.

Guidance Counselor: The students' contact for school-wide issues. The Guidance Counselor oversees attendance and provides support to students and families.

K¹²♥: UTVA'S primary curriculum provider.

Learning Coach: A responsible adult who assists students and monitors their progress.

Office hours: A regular time set by teachers each week during which they are available to answer questions or assist students.

OHS: Online High School. The platform used for UTVA courses and instruction.

Synchronous: Instruction that requires students and teachers to be in a common location at the same time.

UTVA: Acronym for Utah Virtual Academy.

Human Sexuality and Maturation Policy

Board Directive

It is the primary responsibility of parents to provide sex education for their children. It is the responsibility of the schools to provide supportive instruction that will complement the efforts in the home. The Board authorizes the UTVA Administration to conduct health, family life, and character instruction within the framework of guidelines established by the State Board of Education and as approved by Utah Virtual Academy.

Administrative Policy

The Administration delegates to the Academic Director the responsibility for the review and selection of appropriate materials, and the responsibility to ensure use of appropriate, approved and supportive educational instruction.

1. 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 related to association between the sexes.
2. Programs and materials relating to sex education shall be based on the only curriculum approved by the Board.
3. All instructional materials shall be medically accurate, verified or supported by a body of research conducted in compliance with scientific methods and published in journals that have received peer review.

4. Sex education shall be conducted within the framework of already existing courses such as 5th Grade Maturation, Health, Biology, Psychology, Anatomy, Medical Terminology, Family and Consumer Science, and Physiology.
5. Responsibilities of Utah Virtual Academy:
 - The Head of School and the Academic Director shall involve community representatives and District personnel as members of a Health Curriculum Materials Review (HCMR) committee. The HCMR 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 schools.
 - The HCMR committee shall consist of the following: Academic Director, two (2) parent representatives, one (1) high school health teacher, one (1) middle school health teacher, one (1) school counselor, and one (1) elementary principal or assistant principal. Proposed courses of study, instructional units, and teaching materials relating specifically to sex education shall be screened by the HCMR committee, and the approved list shall be submitted to the Head of School for review and approval. Approved materials are available for public viewing by request.
 - As parent interest warrants, classes for parents may be conducted through the Family Academic Support Team. These classes would focus on parenting skills that would enhance the parents' role as they teach their children responsible values and attitudes about sexuality.
 - The school counselor shall plan an elective maturation program for each fifth-grade girl and her parents and each fifth-grade boy and his parents. Students may opt out of the program with written permission from their parents to their school. The main purposes of the program will be to provide accurate information about sexual development and to encourage discussion in the home. At the discretion of the school principal, students and their parents from other grades may be invited to attend.
 - Utah Virtual Academy Academic Director will manage a logging and tracking system of parental and community complaints and comments resulting from student participation in human sexuality instruction.
 - Provide training for health educators, allowing them to review Board rules and instructional materials once every three years.
 - UTVA shall develop a logging and tracking system of parental and community complaints and comments resulting from student participation in human sexuality instruction, to include the disposition of the complaints, and provide that information to the Superintendent upon request.
6. Responsibilities of Utah Virtual Academy Health Educators:
 - Parent approval shall be obtained by sex education teachers in writing, using the USOE 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.

- Students who opt out of the maturation program shall be allowed, under the supervision of their parents and in cooperation with the teacher and school, to learn the required course materials consistent with Utah Code [53A-13-101.2\(1\), \(2\) and \(3\)](#). New teachers are required to attend a state-sponsored professional development as they begin their career. Thereafter, teachers must attend a school sponsored professional development once every three years.
- Use instructional materials that are medically accurate and aligned with the State Core Health Curriculum.
- Teachers may respond to students' questions to provide accurate data or correct inaccurate or misleading information.

McKinney Vento Act

The McKinney Act of 1987, or P.L. 100-77, ensures that each child of a homeless individual, and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records. Rules regarding guardianship must be waived for homeless students living with foster parents or relatives other than their legal guardians.

Who is eligible for services?

"Homeless children and youths"-- means individuals who lack a fixed, regular, and adequate nighttime residence. For example: "doubled-up", living in motels, hotels, trailer parks, camp grounds, transitional shelters, abandoned in hospitals, awaiting foster care placement, locations not designed as sleeping accommodations, cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or is a migratory child whose nighttime residence is one of these described.

The Utah Virtual Academy can offer school supplies and Title I services to qualifying homeless youth. Determinations of qualifying students are made on a case-by-case basis.

Parents may review the Utah Virtual Academy's Admission of Homeless Children and Youth policy by calling the school office at (801)262-4922.

Objectionable Materials Policy

There may be times a Learning Coach finds certain lessons, books or materials objectionable for various reasons.

Teachers will work with Learning Coaches to find alternative lessons to meet the lesson objectives. The assessment for the lesson must be completed to show that the objectives have been met.

Parent Conferences

Learning Coaches and students are required to participate in Parent Teacher Conferences twice a year if student is on track. If student is not on track, Learning Coaches are required to participate in quarterly conference calls with their UTVA teacher. Conferences will take place in an online format (i.e. Zoom, Newrow).

The Learning Coach will notify his/her teacher(s) of conflicts in advance and make arrangements to reschedule the conference.

Additional conferences to review student's progress and attendance may be scheduled and take place online or by phone.

Students are required to attend all conferences unless the teacher specifies the student not be present for a conference.

Learning Coaches are expected to participate in conferences as equal team members. Conferences should be scheduled at a time when there is a minimum of distraction. Adults should be able to discuss their student's progress and have any questions ready. As questions or concerns arise between scheduled conferences, Learning Coaches should contact the general or special education teacher for assistance in order to facilitate consistent progress.

Parent Section

Parent Actions to Help Ensure Student Success

1. Attend an orientation session for a general overview of the high school program.
2. Log into the Online High School with your student so that you can learn the systems together.
3. Help your student organize and prepare for this virtual setting. Arrange a designated area where the student has space to work. Also make sure that the computer and scanner/printer/fax machine are all in good working order. Help your student create a personal calendar each week to ensure that he or she has a plan to complete those weekly assignments. Monitor the student's organization plan each week until your student has his or her routine in working order and is experiencing academic success.
4. Log into both the Parent and Student Account Daily to read/check emails.

5. Log into the parent account to log student attendance each day. Don't forget to include time spent off-line that entails academics such as reading a novel, visiting a museum, or watching a history documentary. (These are just a few examples)
6. Stay in regular communication with your student's Counselor.
7. Take advantage of parent trainings, meetings, and informative sessions.

Checking Student Progress

There are tools within the Online High School System environment that allow parent/learning coaches and students to quickly check student's work, determine missing assignments, view midterm and final deadlines and grades, and access cumulative reports. Directions for accessing the report information is provided in the "Online Learning Course" assigned to each student.

Family Directory

Building school community is important at UTVA. One of the tools available to families is the school directory. Families who choose to do so may have their directory information listed. The family directory is a searchable data base that helps connect UTVA families with others in their area. Please contact your guidance counselor for more information.

Complaint Response Procedure

Utah Virtual Academy is dedicated to establishing student and family satisfaction. The following procedure is in place to ensure that designated employees address student and family grievances in a timely manner. UTVA prohibits discrimination against students and families on the basis of disability, race, creed, color, gender, national origin, or religion.

The student and parent(s), custodian(s) or legal guardian(s), must address in writing any concern or grievance to the principal. The principal shall respond within ten (10) working days.

If the concern or grievance is not resolved by the principal, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the principal's response, request in writing a meeting (via phone or in person) with the principal and Academic Director to discuss the concern or grievance. He/she shall investigate and respond within ten (10) working days.

If the family's concern is not resolved at the meeting with the principal and Academic Director, the family may file a complaint with the UTVA governing body. The UTVA governing body may address the complaint directly, or the family may file a complaint with the State Board for Charter Schools.

Plagiarism Policy

The definition of plagiarism is copying or imitating the language, ideas, or thoughts of another writer and passing them off as your own original work.

Examples of plagiarism can be, but are not limited to:

- Copying or rephrasing another student's work.
- Taking material from Internet sources and using it as your own, even if some words are changed.
- Having someone other than the student write an assignment.
- Direct or indirect reproduction of student aids, critical sources, or reference materials, in part or in whole, without citing sources.

K-5 and Middle School

- Students who submit plagiarized work will be required to complete Plagiarism Training with their Learning Coach.
- Plagiarized work will not be accepted for credit and must be resubmitted. Students who submit plagiarized work may be placed on a Success Plan.

High School

- First incident: Students who submit plagiarized work will be required to resubmit the assignment for a reduction in points. The teacher will contact the student and LC with an explanation of the plagiarized work and the consequences.
- Second Incident: The assignment will receive 0 points and the student will receive a failing grade for the assignment. The teacher will escalate the issue to high school administrators.
- Third Incident: The student will receive a failing grade for the quarter/block. High School Administrators will escalate the issue to possible disciplinary action.

Physical Education

UTVA follows the state requirements for physical education classes according to Board Rule R277-700-5 & 6.

- Middle School 1.5 credits
 - Physical Education 1.0 credits
 - Health Education 0.5 credits
- High School 2.0 credits
 - Participation Skills 0.5 credits
 - Fitness for Life 0.5 credits
 - Individual Lifetime Activities 0.5 credits
 - Health 0.5 credits

Special Programs

Special Education (IEP) or Service Agreements (504 Plans)

Once the evaluation process is completed, a team of qualified school personnel, parents/guardians, and other relevant service providers hold an evaluation determination meeting to come to agreement on whether the student meets eligibility for one of the disability categories under IDEA for information related to eligibility criteria associated with the disability categories defined under IDEA. If the student is eligible and requires specially designed instruction, an Individualized Education Plan (IEP) will be coordinated; during which the IEP team will review and finalize the proposed details of an appropriate educational program to meet the student's documented needs.

For students confirmed to present with special education needs, once the IEP team agrees on the IEP and the student's educational placement, an Initial Consent form will be provided to the parent/guardian for signature. This must be signed by the parent/legal guardian. UTVA can only proceed with implementing the student's IEP (or 504 Plan) upon receipt of the signed PWN. Some students are found to present with one or more disability, but do not meet the eligibility criteria outlined under IDEA (special education); however, their disability may still require UTVA to develop a 504 Service Agreement (504 Plan) to outline the special provisions a student may require for adaptations and/or accommodations in school-based instruction, facilities, and/or activities.

Students may be eligible to certain accommodations or services if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. UTVA will ensure that qualified students with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, SCHOOL will provide students with disabilities the necessary educational services and supports they require to access and benefit from their educational program. This is to be done without discrimination or out of pocket cost to the student or family for the essential supplementary aids, services or accommodations determined to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws. Click [here \[PDF\]](#) for more information related to Section 504 of the Rehabilitation Act of 1973.

Parents/Guardians have the right to revoke consent for services after initial placement. Please note, a revocation of consent removes the student from ALL special services and supports outlined on the IEP or 504 Plan.

Privacy & Confidentiality

To maintain privacy of students' special education records, both within its central office and across school systems and databases, UTVA follows protocols consistent with the federal

regulations associated with the Family Educational Rights and Privacy Act (FERPA). Click <https://www.schools.utah.gov/studentdataprivacy> for additional information about the privacy and security guidelines for your child's educational records.

Accommodations

Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English. Should you need further assistance or information regarding any of these accommodations, please contact Shelly Strahan, Special Programs Manager, sstrahan@utahvirtual.org or any member of your child's Utah Virtual Academy team for guidance.

Special Education

Special education services are available to students identified with a disability by a multi-disciplinary team. A multi-disciplinary team consists of teachers, the parent/guardian and oftentimes a school psychologist, therapist and the student. UTVA follows the requirements of IDEA 2004 and the laws of Utah. Documentation of the disability must be provided; such as medical records, prior educational records and/or a psychological evaluation. For new referrals UTVA uses Response to Intervention (RTI) school-wide as a first level support; to assist in the identification of educational needs; and to document the student is unable to learn with scientifically based interventions.

Students in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress in the general education setting. Services offered may include: adaptations and modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing. The student's home is the regular classroom. Services are provided by consultation with a highly qualified special education teacher via phone, e-mail and the ClassConnect online classroom.

What to expect:

- Every Special Education student will be assigned a special education teacher in addition to his or her regular Course Teachers. The Learning Coach/parent or guardian and student are expected to meet regularly with the Special Education Teacher in the ClassConnect online classroom and by conference call.
- The Special Education Teacher provides the Learning Coach/parent or guardian assistance to modify and adapt the learning environment as well as curriculum paths for success.
- The Special Education Teacher provides direct instruction to the student in the ClassConnect online classroom on a regular basis.

- The Special Education Teacher, the regular education teacher, and the Learning Coach/parent or guardian will meet together for a 3-way conference by phone or ClassConnect online session a minimum of once a semester.
- The Special Education Teacher is available as a resource for instructional strategies, adaptations and modifications to the curriculum.
- The Special Education Teacher will provide a progress report at the end of each semester, noting the progress on the student's IEP goals.
- Special Education students are required to meet the same attendance policies as their peers. The home environment, one-on-one instruction, and flexible schedule create a learning environment which meets the student's specific needs.

Special Education Grievances or Disputes

Utah Virtual Academy recognizes that despite best intentions of all parties, disagreements or miscommunications may arise between the school-based team and UTVA families or students. Should this situation occur, the UTVA special education case manager will initiate an IEP team discussion where the specific details contributing to any educational concern are fully discussed and addressed as the entire team determines would consider most appropriate for the student. Collaboration is a primary focus for this type of meeting, and the UTVA Special Education Team seeks to establish and maintain the confidence of its families to always serve its students in order to maximize their educational success.

Dispute Resolution Options

- IEP Facilitation – IEP facilitation is a voluntary process that can be utilized when all parties to an IEP meeting agree that the presence of a neutral third party would help facilitate communication and the successful drafting of the student's IEP. This process is not necessary for most IEP meetings. Rather, it is most often utilized when there is a sense from any of the participants that the issues at the IEP meeting are creating an impasse or acrimonious climate.
- Mediation – A voluntary process in which both parties seek to resolve the issues involved in the concern with an unbiased, third party mediator procured through the Utah State Board of Education. The mediator who will write up the details of the agreement that the parties come to through the mediation conference, the agreement is signed by both parties, and thus what the document states is mandated to be implemented; This process is overall less time-consuming, less stressful, and less expensive to complete than a due process hearing (see below)

Formal Due Process

Families are NOT obligated to pursue the above alternatives to due process should they feel their concerns can only be resolved through a formal due process hearing. If a formal complaint against Utah Virtual Academy is submitted to the Utah State Department of Education at <http://schools.utah.gov>.

UTVA Response to Intervention (RtI)

UTVA uses Response to Intervention (RtI) school-wide as a first level support, to assist in the identification of educational needs, and to provide scientifically based interventions for struggling students.

Students in need of extra assistance are identified by placement tests, prior state test results, parent input and progress in the curriculum. Students may be identified at any time during the school year. Highly-qualified teams provide instructional and behavioral strategies. Interventions may include teaching and behavior modification strategies, and attendance in ClassConnect office hours.

If you believe your student has a learning problem, the first step is to request an RtI consultation with your student's assigned Guidance Counselor. If you have further questions contact UTVA's Child Find Specialist at 801-262-4922.

Related Services

Related services may include occupational therapy, speech and language therapy and/or physical therapy when it is necessary for the student to make adequate progress in the general curriculum.

Related services, placement and goals are determined by the IEP team. Options for related services should be discussed with the special education staff before the family decides to enroll with UTVA. Related services are provided by independent contractors across the state of Utah. It is important to note that students are expected to keep appointments since missed appointments may result in the contractor refusing to provide services.

Identification of Foster Care Coordinator

Cami Jo Stephenson
Family Resource Coordinator
cstephenson@utahvirtual.org
310 E. 4500 S. Ste 620 Murray, Utah 84107
801-383-2908

Utah Virtual Academy provides resources for foster families, families in crisis, and families who are in need of community assistance.

Identification of English Language Learners (ELL) Coordinator

Shelly Strahan
English Language Coordinator
sstrahan@utahvirtual.org
310 E. 4500 S. Ste 620, Murray, Utah 84107
435-262-4922

English-language learners, or EL Students, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. UTVA provides screening for any students who are suspected of being ELL students and who may need English Language Learning specialized or modified instruction.

Identification of Section 504 Coordinator

Shelly Strahan
Special Services Coordinator
sstrahan@utahvirtual.org
310 E. 4500 S. Ste 620, Murray, Utah 84107
435-262-4922

The Special Programs Department assists schools in determining if their programs and activities are accessible to persons with disabilities. "Accessible" means more than physical access and may need to include a formal 504 Plan identifying reasonable accommodations to ensure identified students have the opportunity to benefit from their education.

Request for Parent/Guardian Interpreter Services, or Disability Accommodations

Professional language interpreter services may be requested at any time for parents/guardians by contacting your student's teacher, counselor, or mentor prior to a meeting. Please call 1-801-262-4922, ex.t 206 to request an interpreter or for accommodation needs.

Professional interpreter services may be requested at any time for parents/guardians of students with disabilities by contacting your special education teacher.

Additionally, if any parent/guardian has a disability or other limitation that would impact their ability to participate fully in their child's educational planning process, Utah Virtual Academy would be happy to discuss accommodations that may be available in order to maximize the parent/guardian's participation. Individuals seeking to discuss accommodations for this reason

may contact Heather Goodwin-Nelson (K8) or Melanie Denton (HS) at hnelson@utahvirtual.org or mdenton@utahvirtual.org

State Testing

High school end of year testing follows the Utah State assessment requirements.

All students in tested grade levels are required to attend state testing during UTVA's testing window. UTVA works to provide testing sites that are within 30 miles of a student's residence. If a student is unable to attend testing during assigned times, they are required to work with the school to come to a makeup session (that may or may not be within 30 miles of a student's residence).

Student Conduct and Discipline Policy

1.1 Purpose

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

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

The School will promote and require:

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

1.2 Beliefs and Expectations

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

Beliefs:

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

Expectations:

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

1.3 Procedural Philosophy

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

Procedures:

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

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

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

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

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

- The student will be subjected to consequences and positive behavior support to ensure that the student will make better choices in the future. Consequences might include:

- o In-School Suspension

- o Out of School Suspension

- o Expulsion

- o Restitution

- o Repayment for damages

- The student will work to earn back the trust of the School community by actions such as:

- o Genuine apology to injured or affected parties

- o Demonstration of appropriate behaviors following the incident
- o Repair or replace any damaged items

Due process to protect the rights of students will include:

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

- Parents will be notified when students are involved in situations that are deemed to be serious.

- Parents and students will be notified of the expectations, possible consequences, and the procedures involved in this policy at the beginning of each school year.

2. ENVIRONMENT

2.1 Safe School Environment

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

2.2 Discrimination Prohibited

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

3. DEFINITIONS

3.1 Suspension

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

3.2 Expulsion

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

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

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

3.4 Disruptive Student Behavior

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

3.5 Parent

For purposes of this policy, "parent" means

(i) a custodial parent of a school-age minor;

(ii) a legally appointed guardian of a school-age minor; or

(iii) any other person purporting to exercise any authority over the minor which could be exercised by a person described above.

3.6 Qualifying Minor

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

3.7 School Year

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

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

4.1 Suspension

4.1.1 A student may be suspended from School for any of the following reasons:

[a] frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including, but not limited to: fighting; gang activity; noncompliance with School dress code; harassment, including sexual, racial, or religious harassment; the use of foul, profane, vulgar or abusive language; or other unreasonable and substantial disruption of a class, activity, or other function of the School;

[b] willful destruction or defacing of School property;

[c] behavior or threatened behavior that poses an immediate and significant threat to the welfare, safety, or morals of other students or School personnel or to the operation of the School;

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

[e] possession, distribution, control, use, sale, or arranging for the sale of cigars, cigarettes, electronic cigarettes, or tobacco, as defined by Utah Code Ann. § 76-10101;

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

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

[h] any criminal activity;

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

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

4.1.2 A student shall be suspended or expelled from School for

[a] any serious violation affecting another student or a staff member, or any serious violation occurring in a School building, in or on School property, or in conjunction with any School-sponsored activity, including:

(i) the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;

(ii) the actual or threatened use of a lookalike weapon with intent to intimidate another person or to disrupt normal School activities; or

(iii) the sale, control, or distribution of a drug or controlled substance as defined in Utah Code Ann. § 58-37-2, an imitation controlled substance defined in Utah Code Ann. § 58-37b-2, or drug paraphernalia as defined in Utah Code Ann. § 58-37a-3;

or

[b] the commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor.

4.2 Expulsion

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

4.3 Weapons

Mandatory Expulsion for One Year – Utah Code Ann. § 53G-8205(2)(b); 20 U.S.C. § 7151

4.3.1 Any student who commits an act for which mandatory suspension or expulsion is provided under Section 4.1.2, above, using a real or lookalike weapon, explosive, or noxious or flammable

material shall be expelled from all School programs and activities for a period of not less than one (1) year, subject to the following:

[a] Within forty-five (45) days after the expulsion, the student shall appear before the Case Management Team (“CMT”), which shall be comprised of the Head of School, Principal, a Board member, and a teacher selected by them, accompanied by a parent or legal guardian; and

[b] The CMT shall determine:

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

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

(iii) if it would be in the best interest of both the School and the student to modify the expulsion term to less than a year giving highest priority to providing a safe school environment for all students. [c] For purposes of this policy, the term "firearm", "explosive", and "noxious or flammable material" include but are not limited to: guns, starter pistols, cap guns, bombs, bullets and ammunition, gasoline or other flammable liquids, mace, pepper spray, matches, and lighters.

4.3.2 Students with Disabilities under IDEA and Section 504

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

4.4 Drugs and Controlled Substances

Mandatory Suspension or Expulsion – Utah Code Ann. § 53G-8-205(2)(a)

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

[a] use, control, possession, distribution, sale, or arranging for the sale of an illegal drug or controlled substance (which includes alcohol), an imitation controlled substance, or drug paraphernalia in a School building, in a School vehicle, on School property, or in conjunction with any School-sponsored activity;

[b] misuse or abuse, distribution, sale or arranging for the sale of prescription medication at School or a School-sponsored activity; or

[c] misuse or abuse of over-the-counter remedies, or sharing, distribution, sale, or arranging for the sale of over-the-counter remedies. A student may possess and use over-the-counter remedies

at School only in amounts not to exceed the recommended daily dose including, but not limited to: aspirin, ibuprofen, Tylenol (acetaminophen), cough drops, allergy medication, cough syrup and mouthwash.

4.4.2 Students with Disabilities under Section 504

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

4.4.3 Drug Testing

[a] Any student who is reasonably suspected of violating Section 4.4 may be subject to a drug test for cause, arranged and paid for by the School.

[b] Any student who has been suspended or expelled for a violation of Section 4.4 may be required to provide a clean drug test and evidence of completion of drug assessment and/or drug counseling programs as a condition of readmission to School. Testing and counseling required as a condition of readmission rather than for the purpose of providing justification for the initial suspension or expulsion shall be arranged and paid for by the student's parent or guardian.

[c] Students who refuse to submit to required drug testing and counseling programs or to cooperate with School officials with respect to the sharing of appropriate information, may be expelled from the School.

[d] Any student who is suspended or expelled for violation of Section 4.4 may be subject to random drug testing, at any time and for any reason, for a period of one year from the date of offense. If the student tests positive, he/she may be expelled from all School programs or activities. Any student who refuses consent for random drug testing under these conditions shall be expelled from all School programs or activities.

4.4.4 Students with Disabilities under IDEA

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

4.5 Gangs

For purposes of this policy, "gang" means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one its primary activities the commission of criminal acts, which has a unique name or identifiable signs, symbols, or marks,

and whose members individually or collectively engage in criminal or violent behavior to persons or property, or who create an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of a school.

4.5.1 Gang Activity and Apparel Prohibited

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

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

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

[c] Soliciting others for membership in a gang;

[d] Requesting any person to pay for "protection", claiming "turf", or otherwise intimidating, bullying, retaliating against, threatening, abusing, or harassing any person;

[e] Possessing a weapon, controlled substances, drug paraphernalia, or other contraband;

[f] Committing any illegal act; or

[g] Encouraging or inciting another person to act with physical violence upon any other person or cause damage to property.

4.5.2 Confiscation of Gang Items

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

4.5.3 Consultation with Law Enforcement Authorities

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

4.6 Bullying, Cyber-Bullying, Harassment, Hazing, and Abusive Conduct

Bullying, cyber-bullying, harassment, hazing, and abusive conduct of students and employees are against federal law, state law, and School policy, and are not tolerated by the School. It is the School's intent to respond to school-related incidents by implementing prevention efforts where

victims can be identified and assessed, and perpetrators educated, in order to create a safer school that provide a positive learning environment.

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

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

5. AUTHORITY TO SUSPEND OR EXPEL

5.1 Authority to Suspend for Ten (10) School Days or Less for Regular Education Students

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

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

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

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

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

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

5.3.1 Parental Responsibility

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

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

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

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

5.4 Authority to Institute Change of Placement for Student with Disabilities

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

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

6.1 Efforts to Resolve Disruptive Student Behavior Problems

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

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

6.2 Notice of Disruptive Student Behavior

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

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

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

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

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

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

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

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

6.3 Habitual Disruptive Student Behavior Notice

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

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

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

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

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

6.4 Responses to School-Based Behavior

6.4.1 Definitions

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

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

[c] “Youth court” means the same as that term is defined in § 78A-6-1203, including that it is a diversion program that provides an alternative disposition for cases involving juvenile offenders in which youth participants, under the supervision of an adult coordinator, may serve in various capacities within the courtroom, acting in the role of jurors, lawyers, bailiffs, clerks, and judges.

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

6.4.3 Referrals of Minors. A qualifying minor to whom a habitual disruptive student behavior notice is issued under Section 6.3.1 may not be referred to the juvenile court. The School will follow § 53G-8-211 with respect to referring a minor who is alleged to have committed an offense on school property or that is truancy. In accordance with § 53G-8-211:

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

- (i) a mobile crisis outreach team, as defined in § 78A-6-105;
- (ii) a receiving center operated by the Division of Juvenile Justice Services in accordance with § 62A-7-104;
- (iii) a youth court or comparable restorative justice program; or
- (iv) other evidence-based interventions created and developed by the School or other governmental entities as set forth in § 53G-8-211(3)(a)(v).

[b] if the alleged offense is a class B misdemeanor or a nonperson class A misdemeanor, the minor may be referred directly to the juvenile court by the Principal or the Principal’s designee, or the minor may be referred to the alternative interventions described above. However,

documentation of an alleged class B misdemeanor or a nonperson class A misdemeanor must be provided prior to referring the minor to the juvenile court.

7. ALTERNATIVES TO EXPULSION, OR CHANGE OF PLACEMENT FOR FREQUENT OR FLAGRANT DISRUPTIVE BEHAVIOR – Utah Code Ann. § 53G-8207

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

7.1 Before referring the student for long-term suspension, expulsion or change of placement under this Section, School staff should demonstrate that they have attempted some or all of the following interventions:

- 7.1.1 Talking with the student;
- 7.1.2 Class schedule adjustment;
- 7.1.3 Phone contact with the parent or legal guardian;
- 7.1.4 Informal parent/student conferences;
- 7.1.5 Behavioral contracts;
- 7.1.6 After-school make-up time;
- 7.1.7 Short-term in-school suspension (ISS);
- 7.1.8 Short-term at-home suspensions;
- 7.1.9 Appropriate evaluation;
- 7.1.10 Home study;
- 7.1.11 Alternative programs; or
- 7.1.12 Law enforcement assistance as appropriate.

7.2 Parental Attendance with Student – Utah Code Ann. § 53G-8-207(1)-(2).

As part of a remedial discipline plan for a student, the School may require the student's parent or guardian, with the consent of the student's teachers, to attend class with the student for a period

of time specified by a designated School official. If the parent or guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the provisions of this policy.

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

The following procedure shall apply to all students facing suspension of ten (10) school days or less:

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

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

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

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

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

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

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

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

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

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

9.1 If the Principal believes that a student should be suspended for more than ten (10) days or expelled, the Principal may make the initial decision and shall meet with the student's parent or

guardian to discuss the charges against the student and the proposed discipline within five (5) school days after the suspension or expulsion began. If requested in writing, the Principal shall also notify the non-custodial parent of the suspension or expulsion as outlined in Section 8.2 of this policy.

9.2 Notice to Student and Parent/Guardian

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

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

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

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

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

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

9.2.6 the mailing date of the notice; and

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

9.3 Hearing Procedures

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

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

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

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

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

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

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

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

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

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

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

[d] allow all parties a fair opportunity to present relevant evidence; and [e] issue a written decision including findings of fact and conclusions.

9.3.4 Hearing Rules

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

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

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

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

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

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

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504 or ADA, procedures outlined in the Utah State Board of Education

Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

10.1 Required Services

10.1.1 504 and ADA Students

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

10.1.2 IDEA

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

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

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

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

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

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

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

10.3 Change of Placement Due to Student's Serious Misconduct

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

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

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

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

10.3.4 Determines that the interim alternative educational setting being recommended by School officials (1) has been selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP: and (2) includes services and modifications designed to address the behavior at issue so that it does not recur.

10.4 Parental Notice

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

10.5 IEP Meetings for Manifestation Determination

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

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

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

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

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

(ii) Observations of the student; and

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

[b] Then determines whether:

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

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

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

10.5.5 Determination that Behavior was not Manifestation of Disability

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

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

10.6 IEP Meetings for Functional Behavioral Assessments

10.6.1 Post-Discipline Functional Behavioral Assessments

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

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

10.7 Placement During Appeals and Stay Put

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

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

11. ADMINISTRATIVE STUDENT CONDUCT AND DISCIPLINE PLAN

11.1 Elements of Plan

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

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

11.1.2 effective instructional practices for teaching student expectations, including:

[a] self-discipline;

[b] citizenship;

[c] civic skills; and

[d] social skills;

11.1.3 systematic methods for reinforcement of expected behaviors;

11.1.4 uniform and equitable methods for correction of student behavior;

11.1.5 uniform and equitable methods for at least annual data-based evaluations of efficiency and effectiveness;

11.1.6 an ongoing staff development program related to development of: [a] student behavior expectations;

[b] effective instructional practices for teaching and reinforcing behavior expectations;

[c] effective intervention strategies; and

[d] effective strategies for evaluation of the efficiency and effectiveness of interventions;

11.1.7 procedures for ongoing training of appropriate School personnel in:

[a] crisis intervention training;

[b] emergency safety intervention professional development; and

[c] School policies related to emergency safety interventions consistent with evidencebased practice;

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

11.1.9 policies and procedures, consistent with requirements of Rule R277-613 and the School's Bullying and Hazing Policy, related to:

[a] bullying;

[b] cyber-bullying;

[c] hazing;

[d] retaliation; and

[e] abusive conduct;

11.1.10 direction for dealing with bullying and disruptive students;

11.1.11 direction regarding the range of behaviors and the continuum of administrative procedures that may be used by school personnel to address student behavior, including students who engage in disruptive student behaviors as described in § 53G-8210; 11.1.12 strategies to provide for necessary adult supervision;

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

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

11.1.15 provisions that account for the School's unique needs or circumstances, including:

[a] the role of law enforcement; and

[b] emergency medical services; and

[c] a provision for publication of notice to parents and school employees of policies by reasonable means;

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

11.2 Plan Consistent with this Policy

The administrative Student Conduct and Discipline Plan shall be consistent with this policy, including without limitation the provisions in Section 6 regarding notices of disruptive student behavior and the emergency safety intervention policies and procedures set forth in Section 18.

12. EXTRACURRICULAR ACTIVITIES

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

13. RE-ADMISSION OF EXPELLED STUDENTS AND DENIAL OF ADMISSION BASED ON PRIOR EXPULSION – Utah Code Ann. § 53G-8-205(3)

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

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

14. INVESTIGATIONS

Whenever the Principal has reason to believe that School rules or policies 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, he/she shall request appropriate authorities to conduct the investigation.

14.1 General Investigation Guidelines for Principal

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

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

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

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

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

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

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

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

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

14.2 Coordination with Law Enforcement

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

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

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

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

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

14.2.2 Investigation of Criminal Conduct

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

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

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

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

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

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

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

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

14.2.3 Investigation Initiated by Law Enforcement Authorities

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

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

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

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

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

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

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

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

14.2.4 Release of Student to Law Enforcement Official

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

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

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

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

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

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

[g] When a student has been taken into custody or arrested on School premises without prior notification to the Principal, the School staff present shall encourage the law enforcement officers to tell 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 and Head of School.

14.2.5 Quelling Disturbances of School Environment

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

15. INVESTIGATION OF CHILD ABUSE AND NEGLECT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16. SEARCHES OF PERSON OR PROPERTY

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

16.1 General Guidelines for Searches of Person or Property

16.1.1 Searches of Students and Student Property

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

16.2 Searches of Personal Belongings

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

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

16.3 Searches of Person

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

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

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

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

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

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

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

16.4 Documentation of Searches

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

16.4.1 The time, place and date of the search;

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

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

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

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

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

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

17.1 Board, Head of School, and Principal Notification by Juvenile Court and Law Enforcement Agencies.

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

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

17.1.3 Staff members receiving information about a juvenile's adjudication, arrest or detention may only disclose the information to other persons having both a right and a current need to know.

17.2 Student Discipline Records/Education Records

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

17.2.1 Disclosure of Discipline Records to Other Educators

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

17.2.2 Disclosure of Discipline Records to Other Agencies

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

18. EMERGENCY SAFETY INTERVENTIONS

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

18.1 Definitions

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

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

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

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

18.2 General Procedures

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

18.2.2 An ESI shall:

- [a] be applied for the minimum time necessary to ensure safety;
- [b] implement an appropriate release criteria;
- [c] be discontinued as soon as imminent danger of physical harm to self or others has dissipated;
- [d] be discontinued if the student is in severe distress;

[e] never be used as punishment or discipline;

[f] be applied consistent with the School's administrative Student Conduct and Discipline Plan;
and

[g] in no instance be imposed for more than 30 minutes.

18.3 Students with Disabilities Receiving Special Education Services

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

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

18.4 Physical Restraint

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

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

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

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

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

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

[a] prone, or face-down;

[b] supine, or face-up;

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

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

[e] chemical restraint, except as prescribed by a licensed physician and implemented in compliance with a student's Health Care Plan. 18.4.3 Nothing in this Section prohibits a School employee from using less intrusive means, including a physical escort, to address circumstances described in Section 18.4.1.

18.5 Seclusionary Time Out

A School employee may, in accordance with Section 18.2.2 and when acting within the scope of employment, place a student in seclusionary time out as an ESI under the following circumstances:

18.5.1 the student presents an immediate danger of serious physical harm to self or others;

18.5.2 any door remains unlocked; and

18.5.3 the student is within line sight of the employee at all times.

18.6 Notification

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

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

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

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

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

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

18.7 Emergency Safety Intervention (ESI) Committee

18.7.1 The School shall establish an ESI committee that includes:

[a] at least two administrators (if there are at least two administrators employed by the School);

[b] at least one parent of a student enrolled in the School, appointed by the School's Principal;
and

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

18.7.2 The ESI committee shall: [a] meet often enough to monitor the use of ESI within the School;

[b] determine and recommend professional development needs;

[c] develop policies for dispute resolution processes to address concerns regarding disciplinary actions; and

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

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

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

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

18.8 Corporal Punishment

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

Use of Tobacco

The Utah Virtual Academy is committed to providing students, staff, and visitors with an indoor tobacco-free environment. The negative health effects of tobacco use for both the users and nonusers, particularly in connection with secondhand smoke, are well established. Further, providing an indoor tobacco-free environment is consistent with the role-modeling responsibilities of teachers and staff to our students.

For purposes of this policy, "use of tobacco" shall mean all uses of tobacco, including cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes.

In order to protect students and staff who choose not to use tobacco from an environment noxious to them, the Principal prohibits the possession, consumption, purchase or attempt to purchase and/or use of tobacco products by students on school premises, in Principal-owned vehicles, within any indoor facility owned or leased or contracted for by the school, and used to provide education or library services to students, and at all school-sponsored events. Smoking clove cigarettes or other substances is also prohibited under the same rules.

Drug Free Schools

In accordance with Federal Law, the Utah Virtual Academy prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school-related activity. Drugs include alcoholic beverages, anabolic steroids, and dangerous controlled substances or substance that could be considered a "look-a-like" controlled substance.

Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbooks, up to and including expulsion from school. When required by law, the Academy will also notify law enforcement officials. Students and their parents should contact the school administration or counseling office whenever such help is n

Student Services Team

Purpose

To create a community of partnerships that empowers families by providing support, resources, and communication.

Strong Start Coordinator

Provides a smooth transition into our school for our students and an efficient process for our staff including Welcome to UTVA/Steps to Success newsletters as soon as students are approved, Student First Strong Start Outreach and comprehensive individualized family support for all newly enrolled families.

Family Engagement Coordinator

Provides Learning Coach training and support through BBC live classes, live events, school newsletters, live parent events, and individual family support.

Parent Organizations

UTVA supports parent organizations through the following groups:

- Learning Coach University
- Trustlands Committee
- School Improvement Committee
- Parent Action Committee

Truancy/Attendance Interventionist

Provides support and establish accountability to families regarding attendance. Tier 3 support includes live BBC classes and setting up home visits and/or follow up support.

School Social Worker

Provides support to remove barriers that impede on each student's educational and engagement success. Tier 3 support includes individual family support and home visits.

Communication Coordinator

Streamlines messaging and communication so Learning Coaches and students know what is happening in the school to create a community.

Getting Started With High School at UTVA

Student and parent usernames and passwords are unique and must not be shared with anyone. Each will have separate usernames and passwords, one for the Learning Coach and one for the student.

Attending an orientation session is a key to success with the high school program. Course Teachers offer live orientations during the first week of school. You will be notified of these orientations via email. Should you miss any of the live course orientations, you will be able to access a recorded version located in the ClassConnect section of each course. If you have trouble locating the recording, please contact your Course Teacher. You should attend or view the course orientations before getting started in each course. Students should log in daily to all of their courses and complete the assignments listed on the course's calendar. It is recommended that students study at least one hour, per course, per day. **All work listed for the week is due by Sunday night.** Work submitted after the Sunday night deadline is subject to the late policy.

Strong Start

HS Family Academic Support Specialist

New students to UTVA will be assigned to a Family Academic Support Liaison (FASL) and placed in a grade level team. The Family Academic Support Liaison will send a welcome email, make a welcome call to explain the on-boarding/Strong Start process, answer any questions, and monitor/track completion of Strong Start items. Follow-up calls, emails, and conferences will be held for any student who has not completed their Strong Start items. Any students who are unresponsive to contact within 10 days after the start of school will be submitted for withdrawal per school attendance/enrollment policies.

Strong Start On-boarding Checklist

In order to be considered proficient, students and Learning Coaches must complete the following items:

- Attend one orientation
- Create Learning Coach and Student accounts
- Demonstrate understanding of email by sending or replying to at least one email
- Complete PLA or other readiness course assessments
- Complete the Online Learning Course
- Attendance must be up-to-date in the parent account and progress must be made in all courses

Title I: UTVA School/Parent Involvement Policy

Utah Virtual Academy distributes to all parents in a Schoolwide Title I school, a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning

- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

SCHOOL RESPONSIBILITIES

UTVA engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Posting school report card
- PTO meetings
- Provide opportunities and guidance for parents to assist in their student's coursework in meaningful ways and to observe teacher led classroom activities.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Parent School Compact
- Involvement Policy
- Strong Start Website and Learning Coach Trainings
- Monthly School Parent Newsletter

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. –

- Educate staff to provide parents with information about the total school program.
- Educate staff to provide avenues for positive and meaningful parent involvement.
- Communicate regularly with students and their families through conferences, notes, phone calls, etc.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent teacher organization meetings, to encourage and support parents in more fully participating in the education of their children.

- Monthly Newsletters
- Annually hold parent teacher conferences
- Schedule engagement opportunities and in person outings throughout the year and at a variety of locations

The school provides support for parental involvement activities requested by Title I parents.

- Provides a variety of opportunities for parents to volunteer at the school.
- Provides parents opportunities to observe classroom activities, in the virtual setting.

UTVA provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Please call 1-801-262-4922, ext. 206 to request an interpreter or for accommodation needs.

PARENT/GUARDIAN/LEARNING COACH RESPONSIBILITIES

I want my child to achieve therefore I will:

- Make certain my child has a regular school schedule and support in following that schedule.
- See that my child is well-rested and ready for school each day.
- Set aside a specific time and place for schoolwork, assisting as necessary.
- Communicate regularly with my child's teachers and mentors, including responding to phone and email messages, to ensure his/her academic success.
- Support the school and staff in maintaining attendance records.
- Read with my child and let him /her see me read regularly.
- Encourage positive attitudes toward school.
- Volunteer in my child's school as appropriate.
- Review information and teacher feedback that is sent, and respond as necessary.

STUDENT RESPONSIBILITIES

It is important that I learn, therefore I will:

- Attend school regularly and on time.
- Complete assignments and participate in live classes when required.
- Work to the best of my ability.
- Work cooperatively with classmates, teachers and staff.
- Respect myself, other people, and my school.
- Follow all school rules.
- Accept responsibility for my own actions.
- Reach out for help from my teachers and mentor when I need it.

Title IX Non-Discrimination Notice

Utah Virtual Academy is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title VII and Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. Utah Virtual Academy reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below.

As required by Title IX, Utah Virtual Academy, does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, gender, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Information and Assistance

Definition of Sex Discrimination and Sexual Harassment (for Students):

- Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.

- Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal or physical.

Definition of Sex Discrimination and Sexual Harassment (for Employees):

- Sex discrimination occurs when a person who is qualified for a position at issue is subjected to an adverse employment action because of his or her sex.
- Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: 1) submission to such conduct is made a term or condition of employment; 2) submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or 3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

Title IX Grievance Procedure

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes he/she has experienced and/or observed sex discrimination or sexual harassment ("grievant") should promptly report the matter to the school's Title IX Coordinator, a school counselor, principal or other school administrator. A Title IX grievant is requested to complete a complaint form.

Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

The grievance procedures will be as follows:

1. It is the express policy of Utah Virtual Academy to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilitates the investigation and resolution of such complaints. A form for such purpose can be found on our website and will also be provided to grievant. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf.
2. At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with Utah Virtual Academy policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was

received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.

4. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.
5. If after an investigation, the Title IX Coordinator or designee determines that there is reasonable cause to believe that sex discrimination or sexual harassment has occurred, the Utah Virtual Academy take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with Utah Virtual Academy's Title IX principles and goals.
6. If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the School Board within thirty (30) working days from receipt of the complaint.
7. The School Board shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.
8. The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.
9. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and Utah Virtual Academy will take actions necessary to prevent such retaliation.

Title IX Complaint Form

https://www.k12.com/content/dam/schools/utva/files/utva_title-ix-complaint-form-v2_12092016.pdf

Dissemination of Information

Utah Virtual Academy shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Any individual, who believes he/she may have experienced any form of sex discrimination or sexual harassment, or who believes that he/she has observed such actions taking place, may receive information and assistance regarding the School's policies and reporting procedures from the following:

Title IX Coordinator

Shelly Strahan

sstrahan@utahvirtual.org

801-262-4922 Ext. 6000

Utah Virtual 310 East 4500 South, Suite 620 Murray, UT 84107

Translated Materials

All parent documents are available in English and Spanish. Website content can be translated by used of Google Translate or can be made available in a Word format. For additional information, please contact

Shelly Strahan

sstrahan@utahvirtual.org

801-262-4922 Ext. 6000

Utah Virtual 310 East 4500 South, Suite 620 Murray, UT 84107

High School Policies

Grading Policies

Course Grade Determination

UTVA High School grades are determined by the sum total of points a student earns on all graded assignments and tests.

Points earned by student/Total points possible = Grade

Example: In his or her math class, the student earns 563 points out of a total of 700 possible points. The grade will be 80%. ($563/700 = 80\%$)

Grading Policy

Student assignments will be graded and returned with feedback within 3 business days. Any student who fails a course (F) will not earn credit. If that credit is required for graduation, the student will need to retake the course at a later time.

Late Work Policy

All assignments will be due on Sunday at midnight. Assignments submitted after 1 week and thereafter may be reduced in points at teacher discretion. Assignments submitted after the last day of the block will not be accepted.

Any exceptions to this policy must be approved in writing by the high school principal.

Evidence of Mastery

Grades are determined based on how well a student performs on graded activities within each course. Graded activities include but are not limited to:

- Practice Lessons
- Threaded Discussions
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests

High Scale Grading Scale (for final quarterly grades):

A 93-100%

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D+ 67-69%

D 63-66%

D- 60-62%

F Below 60%

Some assignments are teacher graded, and others are computer graded. During the block, students and parents can always view grades in the grade book for each course. It is important to note that these grades are updated every time an assignment is graded, so the course gradebook within the Online High School is always going to be the most current grade for that course.

***Warning:* If a deadline has passed and the teacher has not entered a zero for that assignment, the student's grade may be temporarily inflated.** Zeros are typically entered by Monday for work not received by the Sunday night deadline.

Report Cards

UTVA issues formal report cards at the end of every quarter.

Academic Progress and Probation Policy

UTVA makes every effort to work with all students to ensure their success in their high school courses. However, we recognize that not all students are successful in the online environment for a variety of reasons. UTVA has designed the Academic Progress and Probation Policy to ensure that students are achieving satisfactory academic progress towards graduation in the most appropriate school environment. This program ensures that students are given the support to be as successful as possible. However, if students are not making satisfactory academic progress, we will encourage them to locate an alternate school placement.

During the course of a semester, student progress is monitored by the administration, Guidance Counselors, and Teachers. If a student exhibits signs of academic risk over the course of a semester, we will meet with the Learning Coach and student and devise strategies to assist the student.

Appeal of Final Semester Grades and Awarding of Credit

Students and parents may appeal a student's final grade or the school's decision to award credit for a course up to 30 days after the end of a semester. Appeals *will not* be considered later than 30 days after the end of a semester.

Grade Level Promotion, Course Promotion, and Awarding of Credit

Grade Level Promotion:

Students are advanced to the next grade each year. High School grade standing is not dependent on the number of credits earned.

Course Promotion:

Secondary school students may not be advanced to the following class in subject sequences until they meet the required competency level for the subject or complete the required remediation program, except:

* secondary school students requiring remediation who would otherwise be scheduled to enter their first year of high school are allowed to complete their remediation program during that first year.

Awarding Credit:

Credit is granted for courses in which the student earns 60% or higher. Credit is not awarded for courses in which a student earns an F. Students may repeat a course in which they have earned an F. If the student passes the course on the second attempt, they will receive that grade but the previous failed course will remain on the transcript.

Student Records and Transcripts

Student records and transcripts are maintained at the UTVA office. Please contact the UTVA office to obtain a copy of student records. A copying fee may be assessed. If families change their address, telephone, or place of employment, they must notify the school immediately by contacting the school Registrar with the new information. Parents are responsible for keeping contact information current within the My Info section of the OLS.

If you need student records/transcripts or have any related questions, please contact UTVA's Registrar.

Phone: 801-262-4922 ext. 204

Fax: 801-262-5086

Email: mcharboneau@utahvirtual.org

If you need to send transcripts to UTVA, please mail them to:

Utah Virtual Academy

310 E. 4500 S. Suite 620, Murray, UT 84107

Attn: Registrar

Guidelines for Integrity in Assessments and Assignments

Assessments, such as quizzes, and tests, are a critical part of any academic program. They offer important information about the student's progress toward mastery. This information is helpful only if accurate. It can be accurate only if the assessment represents the student's work and only his or her work.

Unless otherwise instructed by the teacher or by a specific assessment, the student is expected to honor the following principles while taking assessments:

The student:

- will take the assessment independent of any assistance.
- will not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.
- will treat the assessment as “closed book”—meaning that he or she may not use any textbooks, references, or other materials (printed or electronic) during the assessment—unless the teacher or the specific assessment otherwise instructs (for example, the student is specifically told to refer to certain pages in a book as part of the assessment).
- will treat the assessment as “single browser”—meaning that during the assessment the student may not log in a second time to the course, or open the course or related materials on another browser on another computer.
- answers will represent his or her work and *only* his or her work, free of any outside assistance. The student will not plagiarize in any way.
- will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

The student will be asked to submit written assignments for teachers to grade. The student's written work should be completely free of plagiarism. Plagiarism is copying another person's work without providing direct reference to the author, original print material or website. Put simply, always give credit where it is due. The student must ask his or her teacher if he or she has questions regarding citing sources. Remember that UTVA utilizes web tools to check for student plagiarism.

Unless the teacher or the assessment's specific directions state exceptions, the student is expected to follow these principles while taking assessments and completing written assignments.

Instruction

What to expect from UTVA Instruction

- Live classes scheduled in advance on your class connects.
- K12 curriculum
- All high school teachers will record their instruction. All recordings will be posted within 24 hours for students to view.

Student Expectations

- Be on time
- Come to class prepared and up to date on all required reading
- Engage with teacher and other students
- Be prepared with a working microphone
- Be courteous and respectful to others

Advanced Learning

Students enrolled at Utah Virtual Academy have the following advanced learning options:

Honors

Students may be placed in honors courses for English, Math, Science, and History with teacher consent and a minimum 3.0 GPA. Teachers will create a group in their course for the honors students and will add the extra honors assignments to the group. At the end of each block, the teacher will submit the roster of honors students to the high school principal and high school registrar. The registrar will then add the “honors” to the transcript.

Advanced Placement

Juniors and seniors with an index score of 100 or higher and have completed specific prerequisites are eligible for AP courses. AP courses must be written into student’s CCR Plan with the student’s counselor before courses can be assigned.

Sophomores may be considered by exception only. Sophomores and their parents will be required to meet with the principal, counselor, and subject teacher for approval.

Concurrent Enrollment

Utah Virtual Academy has partnered with both Snow College and Salt Lake Community College to bring concurrent enrollment opportunities to students at UTVA. Concurrent Enrollment courses offer the opportunity for high school students to take college-level courses for college and high school credit simultaneously, or concurrently. Concurrent Enrollment (CE) students register for the class at both the high school and the college. While students earn high school credit, they also earn college credit which is recorded on a permanent college transcript. UTVA students can participate in CE classes via their laptops through Snow College or on campus through SLCC.

Snow College's requirements for eligibility are:

- High school juniors and seniors and some sophomores by exception
- Minimum of a "B" grade point average and/or an ACT composite score of 22 or higher.
- Some CE courses may require qualifying placement test scores or course prerequisite

Salt Lake Community College's requirements for eligibility are:

- High school juniors and seniors and some sophomores by exception are eligible
- Minimum GPA of 3.0
- Some CE courses may require qualifying placement test scores such as the SACT, ACT, or Accuplacer test.

The cost is \$5.00 per credit hour, plus any additional books or supplies required for the course.

To enroll, contact your school counselor.

For more information contact your school counselor or visit:

<http://www.snow.edu/ce>

<http://www.slcc.edu/concurrentenrollment/students/CEatSLCC.aspx>

Career and Technical Education (CTE)

The CTE Program provides students with the instruction, experience, and services to prepare them for life beyond high school. UTVA has two clusters and six pathway options from which our students can choose:

- Health Science Education: Nursing Assistant, Medical Assistant, Pharmacy Technician

- Information Technology Education: Web and Digital Communication, Programming and Software Development, Information Support and Services

UTVA CTE students have access to: online CTE curriculum, career exploration tools and counseling, internships, certification test preparation, Skills USA & other CTSOs, certifications and alumni group to network and mentors.

For more information contact your school counselor or visit:
<http://ccr295.wixsite.com/utvahs/career-technical-education>

Utah College of Applied Technology (UCAT)

UTVA students may participate in their local UCAT school: Bridgerland ATC, Ogden-Weber ATC, Davis ATC, Tooele ATC, Mountainland ATC, Uintah Basin ATC, Southwest ATC, or Dixie ATC.

Students may visit <http://www.ucat.edu/> to find out more information regarding programs that are offered.

To be eligible to enroll, students must meet all requirements set by the ATC, be in good standing with UTVA, and meet with their counselor to update their CCR Plan.

Student Actions to Ensure Success

1. Follow the daily assignments in the announcements section of each course.
2. On the first day of school, make sure you can access all your courses and send/receive email.
3. Contact your Guidance Counselor to make sure you're all set up and to schedule any necessary meetings.
4. Log into your courses every day and spend 60 minutes in each class reading and completing the daily assigned coursework.
5. Organize yourself each week by determining what you need to complete for each course and setting up a plan to complete the assignments by their deadlines. Use the course tools (announcements, calendar, grade book) to help set up your personal plan.
6. Check your grade book tab in each course to make sure that you have been included. Contact your teacher if your name does not appear.
7. Log into your email daily to read and respond to email from your teachers and other high school staff.
8. Attend live sessions offered by your Course Teachers as often as you can to ask questions, discuss course topics, and reinforce online learning.
9. Communicate regularly with your teachers and Guidance Counselor. Ask questions often!
10. Work with your Learning Coach/parent at home - having a cheerleader or a support system at home helps when the going gets tough!

11. Connect with other students through homeroom, clubs, outings, the online community center, and other activities. Build a support network!

Time Management

In an online course, time management is critical to success because most activities can be accomplished asynchronously (this means that the students do not have to be online at the same time as the instructor or other students). As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If a student struggles with time management, then he or she should contact his or her Guidance Counselor for assistance.

A proven way to manage time is to create a schedule of daily activities and stick to it. Below is an example of managing and planning a busy schedule (students are not required to follow this but instead encouraged to create a schedule that works for each individual). By incorporating time management techniques, students can be involved in extracurricular activities and still perform well in school.