



SALT LAKE CITY
SCHOOL DISTRICT
Your Best Choice

High School Handbook

2018-19

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Vision Statement

Excellence and Equity: every student, every classroom, every day

Mission Statement

Salt Lake City School District cultivates a love of learning in a diverse and inclusive school community, committed to educational excellence and integrity. In collaboration with families and community, we hold high expectations for all students, respond effectively to individual needs, and provide a safe, healthy environment in which every student can learn the academic, problem-solving, and social skills required for success in college, career, and life.

Academic Integrity

We expect staff and students to demonstrate high standards of academic integrity. Academic integrity is defined as respect for the others' ideas and work through proper acknowledgment and referencing. No cheating of any type on school work, tests or quizzes will be tolerated. Academic dishonesty/cheating may include any of the following and may be applied to work in any medium (i.e. written or audio text, film production, photographs, published images, other artist's work, electronic devices, computer programs, etc.)

- Inappropriate/inadequate acknowledgment- material copied word for word, which is acknowledged as paraphrased but should have been in quotation marks, or material paraphrased without appropriate acknowledgment of its source.
- Verbatim copying- Material copied word for word or exactly duplicated without any acknowledgment of the source.
- Collusion- Material copied from another student's assignment, course work or exam with his/her knowledge.
- Stealing- Material copied from another student's assignment, course work or exam without his/her knowledge.
- Ghost writing- Assignment written or purchased by a third party and represented by a student as his/her own work.

Teachers will follow established classroom policy on consequences for dishonesty. A student or parent may appeal the teacher's decision by making a written appeal to the teacher and principal within 10 school days of learning the initial decision. Options for addressing the concerns raised in the appeal include holding: a teacher conference with the student, a parent and the teacher conference, or a conference with an administrator.

Acceptance of External Credit

Credits and grades awarded to students from an accredited school must be submitted to the District's Credit Committee for review at least 30 days prior to graduation. This includes credit from any

source other than the Salt Lake City School District. Students will have the opportunity to make-up credit at their high school until the 3rd week in May. Students should work closely with their school counselor to ensure that they have all the credits necessary to graduate.

Activity/ID Cards

Students are issued an identification/activity card at the beginning of the school year and should carry it with them while at school and school activities. Activity cards provide free or reduced admission to many of the school activities. Each activity card must only be used by the person to whom it was issued and will be confiscated if used inappropriately. Students are required to have their identification card in their possession at all times when on campus. Students will be required to display activity cards as part of their hall pass, for admission to school activities, and at school sponsored functions. Replacement cards are available with a fee of \$5.00.

Alcohol and Drug Violations (Board Policy S-3)

Board policy prohibits the use, possession, sale or distribution of alcohol, controlled substance, imitation controlled substance, or drug paraphernalia in any school-sponsored activity or on any vehicle used by the district to transport students to or from an activity during any time of day or night. Violation consequences may include, but are not limited to an automatic law enforcement referral, suspension, mandatory parent conference, non-use agreement, activity probation, treatment program enrollment, and/or possible alternative placement.

Assemblies

Assemblies are for the enjoyment of all students. Students are expected to attend the assembly or another assigned area and remain until the program is over. We expect students to be respectful of others by listening, showing courtesy, and being positive at all times. This includes no talking, cat calling, etc. during the program and keeping feet off the seats. Also, no food or drink is allowed in the auditorium. Disorderly students will be removed from the assembly and may forfeit future assembly privileges.

Attendance (Board Policy S-4)

Salt Lake City School District is committed to quality education. We are concerned when a child misses school for any reason. The process of education requires a continuity of instruction, class participation, learning experience, and study. Frequent absences of students from day-to-day classroom experiences disrupts their educational and instructional progress.

Utah's Compulsory Education Requirements (Utah Code Ann. §53G-6-201 et seq.,) require that "every school age child (ages 6-18) be enrolled in school and attend regularly." Parents and students

are responsible for regular attendance. Students may be excused from school attendance for valid and legitimate reasons: illness, medical appointment, family emergencies, death of family member or close friend, observance of religious holidays and family activity or travel (approved and arranged in advance with the principal).

When a student is absent, a parent/guardian should call the school. If no contact is made, the student is required to bring a note from the parent/guardian to the office upon returning to school.

In the Salt Lake City School District:

- After Five (5) or more days of UNEXCUSED absences (or equivalent class periods) within a school year, a First Truancy Notification will be issued requesting parent's help with their student's attendance.
- After ten (10) or more days of UNEXCUSED absences (or equivalent class periods) within a school year, a Second Truancy Notification will be issued. Parents must schedule a conference with school officials to attempt to resolve the student's attendance issues.
- A student is considered to be "habitually truant" when s/he has received two or more truancy citations within a school year.
- After fifteen (15) or more days of UNEXCUSED absences (or equivalent class periods) within a school year, a Third Truancy Notification will be issued, and a district-level attendance conference will be arranged. .

To appeal a Truancy Notification, submit the appeal in writing to the Student Services Committee (SSC) at the school where your child is enrolled. Appeals must be submitted to the SSC within 15 days of the date the citation was issued. Refer to Board Policy S-4, Student Attendance and Exemption From School, the accompanying S-4: Administrative Procedures for more information.

If you have questions about your child's attendance, including excused and unexcused absences, please contact the school where your child is enrolled. Your support and cooperation are appreciated.

Bell Schedules

Bell schedules are posted in teachers' classrooms and in the offices at school.

Board of Education Policies and District Administrative Procedures

All board policies and district administrative procedures, including those referenced in this handbook are available on the district's website at <https://www.slcschools.org/board-of-education/policies/>.

The appendices to this handbook also contain valuable information that the district is required to provide to you. The appendices contain the following information:

- Appendix A - Board Policy C-1: Family and Community Engagement
C-1: Administrative Procedures, Family and Community Engagement

- Appendix B - Board Policy G-3: Wellness
G-3: Administrative Procedures, Wellness
- Appendix C - Board Policy G-6: Child Nutrition Food Service Management
G-6: Administrative Procedures, Child Nutrition Food Service Management
- Appendix D - Board Policy G-19: Discrimination, Harassment, and Retaliation Prohibited
G-19: Administrative Procedures, Discrimination, Harassment, and Retaliation Prohibited
- Appendix E - Board Policy G-20: Bullying, Cyber-bullying Hazing, and Abusive Conduct Prohibited
G-20: Administrative Procedures, Bullying, Cyber-bullying Hazing, and Abusive Conduct Prohibited
- Appendix F - Board Policy I-10: Educational Equity and Advocacy
I-10: Administrative Procedures, Educational Equity and Advocacy
- Appendix G - Board Policy I-11: Religion in the Curriculum – Annual Notice
- Appendix H - Board Policy I-18: Acceptable Student Use of Internet, Computers, and Network Resources
I-18: Administrative Procedures, Acceptable Student Use of Internet, Computers, and Network Resources
- Appendix I - Board Policy S-2: Student Records, Privacy Rights, and Release of Information
S-2: Administrative Procedures, Student Records, Privacy Rights, and Release of Information
S-2: Annual Notice, Student Records, Privacy Rights, and Release of Information
- Appendix J - Board Policy S-3: Student Conduct and Discipline
S-3: Administrative Procedures, Student Conduct and Discipline
S-3: Gang Signs, Symbols, Signals, Words, and Conduct Prohibited
- Appendix K - Board Policy S-5: Dress and Grooming
S-5: Administrative Procedures, Dress and Grooming
- Appendix L - Board Policy S-11: Student Electronic Devices in Schools
S-11: Administrative Procedures, Student Electronic Devices in Schools

Cafeteria, Commons, and School Campus

Conduct should reflect common courtesy. Each student should:

- Take proper turn in the serving line
- Remove all waste from the table and leave it clean for the next person to use
- Keep all food and drinks in the cafeteria or in the commons area
- Place all trash in trash containers
- Do not throw food, drinks or trash
- Keep the campus clean by placing all trash in the trash containers

Career and Technical Center (CTC)

The CTC offers capstone classes in CTE pathways such as nursing, medical assisting, computer animation, computer programming, fire science, law enforcement, EMT, forensics, and many other pathways. These courses provide opportunities for certification and technical skills needed to prepare for future employment and/or successful transition to college. CTC classes are on the high school registration card and students can register with their counselor.

Citizenship

Students are expected to treat each other and staff with dignity, courtesy, and respect. Appropriate language is expected at school and activities. Abusive, vulgar and profane language or gestures will not be tolerated; this behavior may be referred to the appropriate authorities.

Clubs and Organizations (Board Policy I-16)

Becoming involved in at least one club greatly enhances your school experience. Every club has its own requirements as well as a social program which affords an opportunity to get acquainted with students who have interests similar to yours. All students are welcome to participate. Students may also start clubs as long as they have a faculty sponsor and obtain official approval. Clubs should be an extension of normal school activities. All clubs are subject to approval by the school administration.

College Scholarships

Many scholarships are available to students. While donors of these scholarships are interested in students who have achieved scholastic excellence, they also look closely at those who exhibit good citizenship, qualities of leadership, and development of individual talents. Students interested in scholarships should contact their teacher or counselor. They will be helpful in providing additional information as well as assisting students in preparing and applying. Students may also write to the Financial Aid and Scholarship Office of any particular college. Senior students should be aware of early application deadlines. There are many scholarships for non-seniors. Please check with your counselor.

Contact Information

Please notify the Student Service Center if you have a change in your home address or telephone numbers. Special permits are required for all students who live outside school boundaries.

Counseling Center

Comprehensive guidance and counseling services are available to all students. These services include assistance with educational planning, interpretation of test scores, career and occupational information, evaluation of credits and grades, information on scholarships and financial aid, assistance with personal problems, or any questions a student would like to discuss with the counselor or social worker. Counselors will schedule individual appointments with each student and parent to review their Student Education Occupation Plan (SEOP) during the school year.

Dances

Dances are for students and their partners. Student I.D. will be required if tickets are purchased at the door. All individuals in attendance are expected to comply with the schools rules and policies. School dress code is required for all stomps, and dress for semiformal dances must be modest. Students will not be readmitted to a dance after leaving the activity.

Discrimination Prohibited

No student shall be subjected to discrimination in any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs and services including its policies, complaint processes, program accessibility, and accommodations. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

Please see Appendix B for a copy of the district's G-19: Administrative Procedures, Discrimination, Harassment, and Retaliation Prohibited.

Dress and Grooming (Board Policy S-5)

Students, teachers, and staff are expected to dress in a manner that demonstrates they respect themselves and the learning environment. Clothing should be neat, clean, and appropriate for learning and weather conditions. School administrators will apply their school's dress code uniformly and consistently to all students regardless of gender. Students will not be ridiculed, humiliated, or embarrassed for a dress code violation. If a dress code violation requires the imposition of discipline, the student will receive all applicable due process before the imposition of any consequence. Dress code enforcement actions should minimize the potential loss of educational time and the disruption to the student's day. Parents may be called to bring the student a suitable change of clothing. Parents are also expected to observe the dress code whenever they are in the building.

The following would be considered in violation of the dress code:

- Garments that are low enough to reveal a student's underwear
- Clothing advertising drugs, alcohol, tobacco, acts of violence, or lawlessness
- Clothing associated with gangs, illicit drugs, or illegal substances,
- Clothing with offensive and/or vulgar language and/or designs
- Clothing that does not provide opaque coverage of an individual's buttocks, genitals, and breasts.
- Clothing must have a top and bottom, or be an appropriate one-piece outfit. Shirts and dresses must have fabric in the front covering the abdomen, on the sides and under the arms, and in the back covering the upper and lower back.
- Hats or caps, hoodies, and sunglasses worn in the building
- Coats worn in the building during instructional time
- Belt tails that dangle
- Flip-flops or bedroom slippers
- Backpacks are not allowed in classrooms. They are to remain in lockers at all times

Absolutely nothing will be allowed at school that is intended, recognized, or acknowledged by the Metro Gang Task Force, to signify affiliation with, participation in, or approval of a gang. Each high school's School Community Council (SCC) will annually review their school's dress code to ensure that it takes into account current trends and reflects the school community.

Early Graduation

Salt Lake City School District allows interested students to graduate early. The following guidelines apply:

- A Student Education Occupation Plan for early graduation must be completed. This should be done as early as possible (preferably at the beginning of the ninth grade).
- All other graduation provisions must be met including prescribes course and credit.

Electronic Devices (Board Policy S-11)

The use of CD players, iPods, headsets, pagers, cell phones, cameras, or other personal electronic equipment is not permitted during class time in the classroom. These items must be turned off and placed out of sight in the classroom. Exceptions to this policy may be made for health and safety reasons. The student's parent/guardian must meet with the school principal to discuss such exceptions. Students who violate this policy will have their item confiscated by a school official and given to an administrator. A parent or guardian will need to personally retrieve the item from the administrator. The school is not responsible for lost, damaged or stolen electronic equipment, and will be unable to assist students in retrieving misplaced or damaged items; students bringing such equipment to school do so at their own risk and bear the responsibility for loss, theft, or damage.

Elevators

Elevator use is restricted. Students with a physical disability, permanent or temporary, may contact the main office to obtain permission to use the elevator. A \$5.00 fine may be levied for failure to return an elevator key.

Evening Activities

Activities held on campus during the evening must have clearance from the administration and custodial staff. These activities must at all times have a sponsor present. A request must be submitted and approved at least two (2) weeks prior to the event.

Elections

Elections for student body officers and class officers are held in the spring or fall of each year depending on the grade level. Student body officer candidates must have earned at least a 3.0 G.P.A each of the two quarters immediately preceding the election. After elected, the officers must maintain their eligibility and be in good standing or they will be placed on probation or be removed. Students must be enrolled full time in order to be eligible to run or serve as an elected office for that school. No student may hold more than one political office during the calendar year.

Extra-Curricular Activities (Board Policy I-15)

Participation in athletic competition, dramatics, debate, school musicals/plays, or other representative programs, clubs or student body organizations is a privilege not a right, and shall be permitted only in accordance with the eligibility rules approved by the Board of Education and the Utah High School Activities Association. Non-sanctioned sports and/or student club activities such as skiing, rugby, etc. should not take place during school time. Materials advertising county or city recreational activities must receive approval from the school administration prior to distribution.

Fee Waiver Guidelines (Board Policy S-10)

Fee waivers, or other provisions in lieu of fee waivers, will be provided to ensure that no student is denied the opportunity to participate in a class or school-sponsored activity because of an inability to pay a fee.

The principal or his/her designee will administer the fee waiver policy and grant waivers in a manner that is fair, consistent, and objective. Information related to fee waivers will be kept confidential. Inability to pay is presumed for students who are in state custody, foster care, or who are eligible for free or reduced price school meals. A student is eligible for a fee waiver if the school receives verification that:

1. based on family income, the student qualifies for free school lunch under USDA child nutrition program regulations;
2. the student to whom the fee applies receives Supplemental Security Income (SSI);
3. the family receives TANF funding;
4. the student is in foster care through the Division of Child and Family Services (DCFS); or
5. the student is in state custody.

Case by case determinations may be made for those who do not qualify under one of the foregoing standards but who are not reasonably capable of paying the fee. Extenuating circumstances include, but are not limited to, exceptional financial burdens, loss or substantial reduction of income, or extraordinary medical expenses. Parents or guardians of students eligible for fee waivers must provide proof of eligibility. All documentation will be reviewed by the principal or his/her designee and returned to the parent or guardian, or immediately destroyed. Any requirement for a student to pay a fee is suspended during the period the student's eligibility for waiver is being determined.

Field Trips

All students who participate in school-sponsored field trips must travel on public or commercial transportation, school buses or adult-driven cars. Students must receive prior approval from the teachers whose classes they will miss. Field Trip Excusal Forms are available in the main office. Any parent wishing to provide transportation for students going on a field trip must pass a nationwide criminal background check prior to volunteering.

Fire and Safety

No person shall be allowed to use flammable materials, lighters, matches, candles or any kind of open flame in the school building except when using laboratory or domestic science equipment and under supervision of a teacher. Violation of this policy is considered to be a severe infraction which may result in discipline and/or a referral to law enforcement.

Fliers, Announcements and Information to Students

All publicly displayed items must be submitted to the Principal and sponsor for approval.

Graduation Requirements (Board Policy I-2)

A student must earn 24 academic credits in the following areas in order to receive a regular diploma.

<u>Subject Area</u>		<u>Credits Required</u>
Language Arts/English	4.0	Must complete four credits, including three foundation courses: English 9-11. The fourth unit will be from the Applied and Advanced Course list.

Social Studies	3.0	<p>Must complete all of the following:</p> <ul style="list-style-type: none"> (a) World Geography .50 (Grade 9) (b) World Civilization .50 (Grades 10-12) (c) U.S. History 1.0 (Grades 10-12) (d) U.S. Government & Citizenship .50 (e) Social Studies elective .50
Mathematics	3.0	<p>Must complete three credits, including two Foundation courses.</p> <ul style="list-style-type: none"> (a) Secondary I or Secondary IH (b) Secondary II or Secondary IIH (c) Secondary III or Secondary IIIH (d) Pre-Calculus <p>The third unit of mathematics may be from the Foundation Courses or from the Applied, Advanced or Supplemental Courses list.</p>
Science	3.0	<p>At a minimum, two courses, one each from two of the four science foundation areas:</p> <ul style="list-style-type: none"> (a) Earth Systems 1.0 (b) Biological Science 1.0 (c) Chemistry 1.0 (d) Physics 1.0 <p>The third unit of science may be from the Foundation courses or from the Applied, Advanced or Supplemental Courses list.</p>
Fine Arts	1.5	<p>From any of the following:</p> <ul style="list-style-type: none"> (a) Art (b) Dance (c) Drama (d) Music

Career & Technical Ed.	1.0
Computer Technology	.50
Financial Literacy	.50
Health Education	.50
Physical Education	1.5
Electives	5.5
Total Credits Required	24.0

Must complete all of the following:

(a) Participation Skills .50

(b) Fitness for Life .50

(c) Lifetime Activities/Team Sports/Athletics .50

Hall Pass

Students in the halls during class time will be expected to have a hall pass in their possession. Students who do not have a hall pass or are not using the hall pass as approved by their teacher may be escorted to in-school detention, school administration, or referred to the school resource officer. It is both the responsibility of the student and the teacher to ensure that no student leaves class without permission of the teacher and without being given an approved hall pass.

Hazing and Bullying Prohibited (Board Policy G-20)

The district is committed to providing a safe learning environment to all district students that is free from bullying, cyber-bullying, and hazing. Hazing is defined as the act of harassing or playing abusive and humiliating tricks on individuals, or causing embarrassment to an individual. Hazing is against the law. No hazing of any kind will be tolerated. Please report any bullying or hazing to a teacher, administrator or resource officer.

Any form of bullying is not allowed at school, on the way to school, on the way home from school, or at school sponsored activities. Bullying is behavior that is intended to cause harm or stress, exists in a relationship in which there is an imbalance of power, and may be repeated over time. Incidences of bullying need to be reported to a school official immediately. Students involved in any hazing or bullying activities may be suspended from school and face disciplinary action. (See Board Policy G-20: Bullying, Cyber-bullying, Hazing and Abusive Conduct Prohibited)

Head Wear

Head wear is not permitted at school during regular school hours. All students must remove all head wear before entering the school. Head wear is permitted for religious and medical/weather reasons. Students who violate this policy will have their head wear confiscated by school officials.

Parents/guardians will be notified and will need to come to the school to claim the property from an administrator.

Human Sexuality Education (Board Policy I-12)

All instructional materials, speakers, special programs, and resource agencies used in any human sexuality presentation or discussion will be reviewed and approved by the Salt Lake City School District Human Sexuality Curriculum Committee. The committee is guided by Utah law, Utah State Board of Education rules and core curriculum requirements, and board policies of the district. The state also requires the use of the “Parent Notification Form” developed by the Utah State Board of Education for human sexuality instruction and training for all educators consistent with Utah State Board of Education regulations.

The purpose of this policy is to ensure that accurate and up to date information is available to teachers for classroom instruction.

Immunizations

Except in certain special circumstances (homelessness, military transfer, approved medical exemption form, etc.) Utah law requires: “All school age children (K-12) must have a completed Immunization Certificate on file. If the child does not have this certificate on file, he/she can be denied admission to the school.” All students entering high school must have immunization records on file, present evidence of exemption, or have the immunization records with them when they register. All students entering 7th through 12th grades will not be allowed to register without proof of having the following:

- 4 DTP (5th dose required if the 4th DTP was given before 4 years old)
- 3 Polio (4th dose required if the 3rd Polio was given before 4 years old)
- 2 Measles, Mumps, Rubella (MMR) (Must have been given after the child’s first birthday)
- 3 Hepatitis B
- 2 Hepatitis A
- 1 Varicella (Chicken Pox)

Library/Media Center

Students are encouraged to use the library often to browse, read, research, and study.

1. Users are expected to conduct themselves in such a manner as to make quiet study possible for all.
2. If the user persists in causing a disturbance, he/she will be asked to leave.
3. Students found damaging materials or furniture or vandalizing library property in any way will be subject to disciplinary action. This may result in library privileges being suspended for a period of time.
4. Among (but not limited to) the actions considered to be subject to disciplinary action are: theft or mutilation of materials, equipment, or furnishings (including writing/markings on tables and carrels); running; pulling materials from shelves at random; using obscene, abusive or insulting language; moving furniture, materials, or equipment without permission; group socializing for non-library activities; and/or eating food or drinking beverages.
5. Proof of identification may be required for use of the library facility and all library materials and equipment.
6. A note from the classroom teacher is required at any time during the school day to verify a student's excused absence from his/her scheduled classroom. The signature of an administrator may be obtained in lieu of a regularly scheduled instructor.

Lockers

Lockers are school property and are loaned to students for their convenience. The school reserves the right to inspect lockers. Lockers must be kept clean and free from stickers, fire-hazard material, etc. Fines can be assessed for locker damage. Only the student assigned to a locker is eligible to use the locker. For your own safety, do not keep money and/or valuable items in lockers. It is recommended that you take extra precautions against theft when using your PE lockers.

Lost or Stolen Items

All lost and found articles should be turned in immediately. Items must be accurately identified by their owners before being returned. Useful items that are not claimed will be donated to charity. Everyone should take precautions to avoid the loss of personal belongings. Personal property brought to school for any reason is solely the responsibility of the owner. Lost or stolen items should be reported immediately to the school resource officer as well as theft of personal property. The school is not responsible for theft but will assist in filing a police report and conducting an investigation. Theft is a severe violation of the school discipline plan and may result in a suspension and a law enforcement referral.

Lunch Accounts

The student cost for school lunch is \$2.50 per meal. Each student will have their own lunch account where they can pay in advance or pay daily for meals. Lunch can be paid for at registration or daily at lunch once school begins. Parents can also pay for their students' meals online at MyPaymentsPlus.

Applications for free/reduced meals are available in the main office or cafeteria for those who might qualify.

PowerSchool

PowerSchool is the district's online portal that a student and his/her parents can log into and see all of the student's educational information in one place, grades, assignments, scores, attendance, schedules, and school bulletins. Parents will need to create an account with a username and password in order to access the system; students will be given a user ID and password at their schools. The district encourages students and parents to regularly check PowerSchool for important information.

Public Display of Affection

Displays of affection, other than handholding are considered inappropriate. A high school campus is not a place for overt displays of physical affection between students. Students are expected to demonstrate restraint at a public place. Students who fail to do so will be required to have a parent conference with the administration.

Registration

Students make class requests in the spring and then receive a notification of the online registration process by the first week of August. The following items will be needed in August when students come for registration:

- Payment of school fees, unless waived
- Proof of Immunization (if proof of immunization or a valid approved exemption is not already on file at school)
- Transcript copy (if not currently attending one of our feeder schools)

Other required and optional forms such as the Internet Acceptable Use Agreement, parking permit, PTSA membership, etc. will be available online.

School Choice

The Salt Lake City School District offers a wide array of programs and services in order to meet the needs of every child and offer a variety of choices to every parent. The district offers traditional schools and programs, charter schools, language immersion programs, extended learning programs, and much more. For more information about the district's school choice offerings, visit the district website at www.slcschools.org/departments/educational-equity-and-student-support/student-services/school-choice/.

School Community Council (SCC)

With guidance from state law and board policies, the SCC makes important decisions that affect the school. The SCC's responsibilities include:

- Assisting in the development of the annual school improvement plan
- Recommending a plan for how the school will spend state LAND Trust monies
- Evaluating and recommending improvements to the education programs and school environment
- Assisting in the development and review of the school's written standards for student behavior expectations
- Discussing and addressing community concerns
- Approving student fundraising activities (Board Policy I-17)

The SCC comprises:

- School administration
- School staff members
- Parent or guardians of students in the school.

Anyone is welcome to attend any meeting of the SCC. The SCC meets at least once a month or more often if necessary. Meeting times will be set at the first meeting each school year. If you wish to place an item on the agenda, please contact the principal or chair of the council prior to the meeting. If you are interested in becoming a member of this council, please contact the principal or current chair.

SCC voting members are elected in a manner prescribed by state law. Representation from minority groups and all geographic areas of the school boundary should be considered in the selection of members. Parent members shall exceed employee members by at least two.

Schoolwide Discipline Plan

Each school has developed a discipline policy that contains expected behavior standards for students in the classroom and on school grounds.

Searches (Board Policy S-3)

Do not bring inappropriate items to school or to any school activities. Lockers are the property of the school and can be searched at any time by school administration or their designee. School personnel can also search personal property and vehicles on school campus or during school activities based on reasonable suspicion.

Skateboards, Longboards, Roller Blades, and Scooters

Non-motorized transportation to school is encouraged. However, students are prohibited from riding all wheeled equipment (bikes, scooters, skateboards, "heelines", roller blades, etc.) on school grounds. Any wheeled equipment must be walked/carried while on school grounds and properly stored. The school/SLCSD is not responsible for lost or stolen items. Students who violate the rules may be

prohibited from bringing wheeled equipment to the school in the future at the discretion of the school principal.

Snow Closure/Delayed Start/Early Release Guidelines

School will be open on all school days unless circumstances create health or safety issues for students and staff. Severe weather conditions may force school closures, delayed starts or early release. The following information details the procedures to be followed:

- Parents and employees should check television or radio news for school closures, delayed starts, or early dismissal of students.
- Authorization will come from the Superintendent or his/her designee. All school closures, delayed starts, or early dismissals are for one day only.
- No television or radio announcements mean that schools are open and regular schedules will be followed.
- Parents are encouraged to create an emergency plan for their students. Parents should plan with their students where to go or what to do if the parent is not home and schools are closed, delayed starting or dismissed early.
- Parents are asked not to call the school or the district office. Telephones will be used for emergencies.

Student Handbook and Planner

Every student purchases a handbook/planner at the time of registration. Students must bring their planner with them to school every day. The planner contains useful information for students and parents. Please take time to read the planner carefully. A replacement fee will be required in the event the planner is lost. Replacement planners can be purchased in the treasurer's office.

Testing

Certain tests are required of Utah students. Assessment are given near the end of the academic year and include testing in various Language Arts, Math and Science classes. These assessments measure student progress and are used to comply with federal and state requirements. Students in 9th and 10th grade are required to take ACT – Aspire, and 11th graders are required to take the ACT. Various other tests and assessment are also conducted during the school year. Contact the counseling center or the school administrator if you would like more information on testing.

Transcripts

Official copies of student transcripts are available at the registrar's office for \$1.00 each.

UHSAA Eligibility and Insurance

Utah High School Activities Association eligibility requirements include, but are not limited to no more than one failing “F” grade per term, full time enrollment in school, and completion of a physical examination and medical release from a physician. Fourth quarter grades from the prior year determine fall eligibility. It is highly recommended that participants in athletic activities are required to have proof of appropriate medical insurance prior to participation in any extracurricular activities. The school and district do not carry accident insurance and are not liable for participant’s injuries. Students may purchase coverage through the optional school insurance program if not covered by their family plan.

Use of Public Address System

As a general policy, announcements are to be made only once per day at a designated time. The PA system will be used only for announcements that have school-wide interest. PA announcements should be submitted in writing with items clearly stated and countersigned by the faculty sponsor to the main office one day prior to the announcement. No PA announcements will be made during the two lunch periods.

Visitors (Board Policy C-2)

Parents are welcome anytime. Any person entering a school must check in at the office and receive a visitor pass or a badge. If you desire more than just a visit, such as a conference with your child’s teachers or the principal, please call ahead to schedule a convenient time to meet. Parents need to respect teacher’s time prior to school each day as teachers are preparing for students’ arrival. All other individuals - brother, sisters, relatives or former students - are not to visit the classrooms without proper permission from the office.

Students from other schools may not be at the high school during regular school hours. This includes waiting for students to be dismissed as well as being in the building or on the grounds while school is in session. Individuals who violate these rules may be reported to the police as trespassers.

Work/Home Release

Work release is a class for credit and is coordinated through the Counseling Center. Home release is only allowed for extremely extenuating situation and must have written approval from the administration. No credit is given for home release. Students with home or work release privileges who are loitering in the halls after the tardy bell rings will be considered tardy and will be sent to in-school detention.

Appendix A

Board Policy C-1: Family and Community Engagement

C-1: Administrative Procedures, Family and Community Engagement

Board Policy C-1: Family and Community Engagement



REFERENCES

[Administrative Procedures for Board Policy C-1](#)
[20 U.S.C. §638 34 C.F.R., 200.28\(c\), Every Student Succeeds Act](#)
[Utah Code Ann. §53G-7-1202, School Community Councils](#)
[Utah Code Ann. §53G-4-402, Local School Boards Powers and Miscellaneous Duties](#)
[Utah Code Ann. §53F-9-201, Uniform School Fund](#)
[Utah Admin. Code R277-477, Distribution of and Administration of the School LAND Trust Program](#)
[Utah Admin. Code R277-491, School Community Councils](#)
[Shared Governance Guide](#)

THE POLICY

The Salt Lake City School District Board of Education recognizes the importance of parent, family, and community involvement and engagement in the academic success of students. To that end, community members, volunteers, business partners, elected officials, and district employees are encouraged to support families in promoting student learning.

The purpose of this policy is to engage parents and families as partners in supporting and advocating for students regardless of their racial or ethnic identity, educational background, gender, gender identity, disability, or socioeconomic status.

The board understands that regular, meaningful two-way communication builds trust between the district and parents, families, individuals, businesses, community groups, and local leaders. Communication must always be clear, accurate, consistent, and use a variety of methods and languages for all families and community members to become active participants in the school community.

The board respects parents and families as valuable advocates and decision makers in improving learning opportunities for their students through the development, implementation and annual evaluation of the goals of the student achievement plan; Excellence and Equity Plan, also known as the School Improvement Plan; the School-Parent Compact; and this policy and its accompanying administrative procedures. As part of an annual evaluation, the district will obtain parent and family feedback on the effectiveness of the district's parent and family engagement strategies in order to identify and remove any remaining barriers to their engagement. The School Community Council and other advisory councils are important forums to be utilized by parents in making decisions regarding the needs and priorities of their schools.

The district and schools will provide opportunities to build the capacity of parents and families to understand state academic achievement standards, state and local assessments, and Title I requirements. Parents should also be assisted with understanding how to best navigate the school system.

District employees are encouraged to engage in partnerships with families that honor and recognize their existing knowledge and unique cultural aspects. All district employees shall strive to create and sustain a culture that welcomes, invites, and promotes family engagement. The district will collaborate with community, educational, and business partners to develop and support Title I parent involvement strategies and initiatives.

The district will set forth its specific processes for implementing this board policy through the accompanying [administrative procedures](#).

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

C-1: Administrative Procedures

Family and Community Engagement



REFERENCES

[Board Policy C-1](#)

[Shared Governance Guide](#)

[Board Policy S-3: Student Conduct and Discipline](#)

[Administrative Procedures for Board Policy G-3: Wellness](#)

[Administrative Procedures for Board Policy I-8: Student Progress and Academic Achievement](#)

[Administrative Procedures for Board Policy I-14: Student Planning, College and Career Readiness, School Counseling, and Work-Based Learning](#)

PROCEDURES FOR IMPLEMENTATION

I. Build the Capacity of Families

- A. The district and schools will provide opportunities to build the capacity of parents and families to understand state academic achievement standards, state and local assessments, and Title I requirements. Parents should also be assisted with understanding how to best navigate the school system.
 1. Schools will create opportunities for families to learn how the school system works including aspects related to:
 - a. the role of the principal, counselor and other school staff;
 - b. how to volunteer at school and what to do when there;
 - c. supports and interventions for students who are struggling; and
 - d. federal programs like Special Education, 504, Title IV, and other programs that support students and their families.
 2. Throughout the school year, schools will create opportunities for families to learn about the Utah Core Standards, and interpret their student's state and school assessment results. Schools must provide materials and tutorials for families that teach strategies on how to support student learning in both academic and social skills.
 - a. The district and Title I schools will provide training opportunities to families in order to help improve parents' ability to participate in their student's achievement and to be involved in their student's learning.
 - b. Principals and the Title I coordinator, in coordination with various district administrators, will provide parents with assistance and training on topics including:
 - i. Positive Behavior Intervention System/Multi-Tiered Systems of Support Plan found in various student handbooks;
 - ii. various state and local academic assessments, including alternative assessments;
 - iii. the parent and family engagement requirements of the Every Student Succeeds Act (ESSA); and
 - iv. strategies for monitoring their student's progress and working with educators to improve their student's achievement.
 - c. Title I schools must hold an annual Title I meeting to explain the program and inform parents of their right to be involved in their children's education.
 - i. Title I schools must offer additional meetings at different times of the day throughout the school year.
 - ii. Schools should provide information to parents in classroom newsletters, at regularly scheduled parent meetings, and School Community Council (SCC) meetings in a manner that allows parents to access and understand the information. Methods to increase accessibility and understanding include the use of translated documents, language interpreters, and visual supports.
 - iii. Teacher and paraprofessional qualifications will be provided to parents, as appropriate.
 - iv. Parents have the right to file complaints with the district's Title I coordinator regarding the district's compliance with Title I.

II. Shared Governance

- A. The board retains overall legal responsibility for governing the district but may delegate decisions, subject to periodic review and appropriate accountability.

- B. The board delegates to school sites and departments the right to make decisions following the shared governance process. Site-based decisions must conform to all applicable state and federal laws, rules and regulations, and the district's Student Achievement Plan, policies, procedures, guidelines, and contractual obligations, including negotiated employee agreements.
- C. SCCs are a critical component of the shared governance process.
 - 1. SCCs should involve parents in the academic achievement of their children, work to improve school performance, and implement parental involvement strategies and activities in the school.
 - 2. SCCs should strive to achieve greater parental participation.
 - 3. SCCs will include elected staff, community, and parent representatives who will share the responsibility of helping each school to provide quality learning opportunities leading to high levels of student achievement.
 - 4. SCCs should refer to the district's Shared Governance Guide for specific details regarding decisions and responsibilities allocated to SCCs.
- D. Principals must ensure that they communicate with their SCCs about any issues that involve long term contractual obligations for the school, including new construction proposals, potential lease opportunities with outside third parties, etc.

III. Provide meaningful input on the Student Achievement Plan (SAP), Excellence and Equity Plan (EEP), also known as School Improvement Plan (SIP), and School-Parent Compacts (for Title 1 schools)

- A. Parents must provide meaningful input into the district's SAP, their school's EEP/SIP, and/or their school's School-Parent Compact.
 - 1. The district and schools may choose to hold informal meetings to inform parents about the purpose of the specific plan under consideration, and the vision and mission of the district or school.
 - 2. Parents should be given adequate time to become familiar with written information and any drafts of plans before meaningful feedback can be offered.
- B. Title I schools must create a written parent and family engagement plan that is distinct from the board's Family and Community Engagement Policy.
 - 1. School plans must address the particular parent involvement needs of the individual school.
 - 2. Schools must update these plans annually to meet the changing needs of parents and schools.
- C. Title I schools must create a school-parent compact with meaningful participation of parents and families, and all schools are encouraged to do the same.
 - 1. The compact identifies how parents, school staff, and students will share the responsibility for improved student academic achievement.
 - 2. In outlining how student academic achievement will be improved, the compact must include:
 - a. the school's role, including a description of:
 - i. academic goals to meet the Utah Core Standards;
 - ii. ways teachers will provide high quality curriculum and instruction and how teachers will help parents understand what that looks like in class;
 - iii. ways teachers will support parent participation in learning activities; and
 - iv. dates for back to school nights, conferences and other parent meetings and activities.
 - b. the family's role, including a description of ways parents will be responsible for supporting their children's learning; and
 - c. the student's role, including a description of specific ways students will be responsible for their learning.
 - 3. The compact must address the importance of two-way communication between teachers and parents on an ongoing basis.
 - 4. The compact must be renewed and updated annually.

IV. Review of these procedures

- A. The Title I coordinator will conduct an annual evaluation process of the content and effectiveness of these procedures.
 - 1. This process should identify barriers to increased participation by parents, with particular attention to parents who are economically disadvantaged, have limited English proficiency, are disabled, have limited literacy, or have a racial or ethnic minority background.
 - 2. This process should also identify what families need in order to help with their children's learning, and what strategies will support successful school-home interactions.
 - 3. The Title I coordinator will use stakeholder input surveys, family and community forum discussions, the district's parent advisory committee, and SCC members to conduct this evaluation.

4. Findings of the annual evaluation will be shared with schools, families, and the community, used to inform planning of the parent and family engagement plan, and used to make suggested revision to these procedures.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

Appendix B

Board Policy G-3: Wellness

G-3: Administrative Procedures, Wellness

Board Policy G-3: Wellness



REFERENCES

[Administrative Procedures for Board Policy G-3](#)

[42 U.S.C. §1751, Healthy Hunger-Free Kids Act of 2010, 7 C.F.R. §220](#)

[42 U.S.C. §1751 et seq., National School Lunch Program, 7 C.F.R. §210](#)

[42 U.S.C. §1773, National School Breakfast Program, 7 C.F.R. §220](#)

[42 U.S.C. §1786, Child Nutrition and WIC Reauthorization Act, 7 C.F.R. §246](#)

[National Standard for Physical Education](#)

[Board Policy G-6, Child Nutrition Food Service Management](#)

THE POLICY

The Salt Lake City School District Board of Education is committed to the optimal development of every student. The board recognizes that positive, safe, and health promoting learning environments are necessary in order for students to have the opportunity to achieve personal, academic, developmental, and social success. To that end, the district adheres to all applicable federal wellness laws to ensure environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. All school-based activities will be consistent with this policy and the accompanying administrative procedures. District staff are also encouraged and supported to make healthy lifestyle choices.

The purpose of this policy is to provide a school environment that enhances learning and development of lifelong wellness practices.

The district will set forth its specific processes for implementing this board policy through the accompanying [administrative procedures](#).

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

G-3: Administrative Procedures

Wellness

REFERENCES

[Board Policy G-3](#)

DEFINITIONS

These definitions are provided for the purposes of these administrative procedures.

School campus: All areas of the property under the jurisdiction of the school that are accessible to students during the school day.

School day: The period from the midnight before, to 30 minutes after the end of the official school day.

PROCEDURES FOR IMPLEMENTATION

I. Student Wellness

- A. Each school will create and maintain a positive school environment that promotes the physical and mental health of its students.
 - 1. Promoting the health and wellness of the whole student must include elements that focus on physical education and activity, nutrition environment and services, health education, family engagement, community involvement, and social and emotional climate.
 - a. For information on family engagement and community involvement, see Board Policy C-1: Family and Community Engagement and its accompanying administrative procedures.
 - b. For information on creating a positive social and emotional climate, see the board policies and administrative procedures for: G-20: Bullying, Cyber-bullying, Hazing, and Abusive Conduct Prohibited; G-21: Youth Suicide Prevention Programs; I-10: Educational Equity and Advocacy; and S-3: Student Conduct and Discipline.

II. Nutrition Promotion

Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias.

- A. The district will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:
 - 1. implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
 - 2. ensuring 100% of foods and beverages promoted to students meet the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.

III. Nutrition Education

The district will teach, model, encourage and support healthy eating by all students.

- A. Sequential and interdisciplinary nutrition education will be provided and promoted as follows:
 - 1. each school will ensure that core health is taught in grades K-12; and
 - 2. through the use of flyers, newsletters, posters, and/or discussions in various classes, schools will encourage students to adopt healthy eating habits throughout the day, both in and out of school.
- B. Schools will provide nutrition education that:
 - 1. is designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - 2. is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
 - 3. includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
 - 4. promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
 - 5. emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
 - 6. links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
 - 7. teaches media literacy with an emphasis on food and beverage marketing; and
 - 8. includes nutrition education training for teachers and other staff.

- C. The district will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:
1. Relationship between healthy eating and personal health and disease prevention
 2. Food guidance from [MyPlate](#)
 3. Reading and using Food and Drug Administration's (FDA) nutrition fact labels
 4. Eating a variety of foods every day
 5. Balancing food intake and physical activity
 6. Eating more fruits, vegetables and whole grain products
 7. Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
 8. Choosing foods and beverages with little added sugars
 9. Eating more calcium-rich foods
 10. Preparing healthy meals and snacks
 11. Risks of unhealthy weight control practices
 12. Accepting body size differences
 13. Food safety
 14. Importance of water consumption
 15. Importance of eating breakfast
 16. Making healthy choices when eating at restaurants
 17. Eating disorders
 18. [The Dietary Guidelines for Americans](#)
 19. Reducing sodium intake
 20. Social influences on healthy eating, including media, family, peers and culture
 21. How to find valid information or services related to nutrition and dietary behavior
 22. How to develop a plan and track progress toward achieving a personal goal to eat healthfully
 23. Resisting peer pressure related to unhealthy dietary behavior
 24. Influencing, supporting, or advocating for others' healthy dietary behavior

IV. Physical Education and Physical Activity

Adequate physical education will be provided and physical activity connected to students' lives outside of physical education will be promoted as follows:

- A. Each school will ensure the physical education core is taught in grades K-12.
 1. Dodgeball is not an appropriate physical education activity for students, and therefore is prohibited.
- B. Physical education activities will be encouraged in other content areas, in the home and the broader community.
- C. Physical education instructors at the elementary level will be district certified.
 1. Each elementary physical education instructor will participate annually in the following certification programs:
 - a. elementary physical education teaching methods, 24 hours per year; and
 - b. current first aid and CPR certification, which includes training on how to properly use an automated external defibrillator (AED).
- D. Physical education instructors at the secondary level will be certified according to state standards.
- E. Enrollment in secondary physical education courses will not exceed the number of students that space and equipment can safely accommodate indoors, even if a greater number of students could be accommodated outside.
- F. Schools will provide adequate equipment and supplies for all students to safely and fully participate in structured physical education activities.
- G. Time allotted for physical education instruction and physical activity will be consistent with national standards, which are 150 minutes per week for grades one-six, and 225 minutes per week for grades 7-12.
- H. All elementary students will be allowed a minimum of 15 minutes of recess each school day, not to include scheduled lunch time.
 1. Daily recess periods can be structured to be a part of the physical education instructional time and will not be systemically used as a behavioral consequence or punishment.

V. Other School Based Activities

All school-based activities will be consistent with these procedures as follows:

- A. After-school programs will encourage physical activity and the formation of healthy habits.
- B. District wellness policy guidelines will be considered when planning all school-based activities, such as school events, field trips, dances, assemblies, etc.
- C. Hosting wellness clinics, health screenings, and enrolling eligible children in Medicaid and other state health insurance programs will be pursued at each school site to support the health of all students.

VI. Foods and Beverages Sold to Students

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, and snack or food carts.

A. Nutrition Standards for All Foods on Campus

All foods and beverages made available to students on campus will be consistent with the current standards for all foods sold in school as required by the Healthy, Hunger-Free Kids Act of 2010 as follows:

1. Foods sold in school must either:
 - a. be a “whole grain-rich” grain product;
 - b. have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food;
 - c. be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
 - d. if water is the first ingredient, the second ingredient must be one of the food item in paragraphs V.A.1.(a), (b), or (c) above.
2. Foods sold in school must also meet the following nutrient requirements:
 - a. calorie limits - snack items \leq 200 calories; entrée items \leq 350 calories;
 - b. sodium limits – snack items \leq 200 mg sodium per item; entrée items \leq 480 mg;
 - c. fat limits - total fat: \leq 35% of calories; saturated fat: $<$ 10% of calories; trans-fat: zero grams; and
 - d. sugar limits - \leq 35% of weight from total sugars in foods.
3. Other nutrition requirements:
 - a. Accompaniments such as cream cheese, salad dressing, and butter must be included in the nutrient profile as part of the food item sold. This helps control the amount of calories, fat, sugar, and sodium added to foods by accompaniments, which can be significant.
 - b. Classroom snacks will feature healthy choices.
 - c. Food and beverage information displayed in the school cafeteria will be consistent with established nutrition standards.
 - d. No school activities, events, or parties will interfere with student access to a nutritionally balanced lunch or breakfast.

B. Nutrition Standard for Beverages All Schools May Sell

1. All schools may sell:
 - a. plain water (with or without carbonation);
 - b. unflavored low fat milk;
 - c. unflavored or flavored fat free milk and milk alternatives permitted by the National School Lunch Program/School Breakfast Program;
 - d. 100% fruit or vegetable juice; and
 - e. 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.
2. Allowable portion sizes:
 - a. There is no portion size limit for plain water.
 - b. Elementary schools may sell up to 8-ounce portions of the milk and juice beverages listed above.
 - c. Middle schools and high schools may sell up to 12-ounce portions of the milk and juice beverages listed above.
 - d. High schools may sell:
 - i. no more than 20-ounce portions of the following “no calorie” and “lower calorie” beverage options:
 - a) calorie-free, flavored water (with or without carbonation); and
 - b) other flavored and/or carbonated beverages that are labeled to contain \leq 5 calories per 8 fluid ounces or \leq 10 calories per 20 fluid ounces; and
 - c) no more than 12 -ounce portions of beverages with \leq 40 calories per 8 fluid ounces, or \leq 60 calories per 12 fluid ounces.

VII. Celebrations and Rewards**A. All foods offered on the school campus should meet or exceed the USDA Smart Snacks in School nutrition standards, including foods offered:**

1. during celebrations and parties;
 - a. the child nutrition department can provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas;
2. by parents as classroom snacks; and
3. as rewards and incentives.

VIII. Fundraising

- A. Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day.
 - 1. A special exemption is available for the sale of food and beverage items that do not meet the nutrition standards in connection with infrequent school-sponsored fundraisers that are conducted during the school day. The number of such fundraisers may not to exceed three per school campus per school year.
 - a. No specially exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service.
 - b. Career and technical education classes may petition for additional exceptions.
 - 2. Schools should encourage the use of non-food fundraisers and those promoting physical activity (such as walk-a-thons, jump-rope-a-thon, fun runs, etc.).
 - 3. Fundraisers that occur after the school day may sell foods and beverages that do not meet the nutrition standards outlined in these procedures.

IX. Eating Environment

The school environment will be safe, comfortable, pleasing, and allow ample time and space for eating meals; and food and/or physical activity will not be used as a reward or punishment as follows:

- A. Students will be encouraged to start each day with a healthy breakfast.
- B. Students will be provided adequate time to eat breakfast and lunch at school, at least 10 minutes for breakfast and 20 minutes for lunch, from the time the student is seated.
- C. Lunch periods will be scheduled as near the middle of the school day as possible. Lunch periods will not be scheduled at the end of a shortened school day.
- D. Elementary schools will schedule recess before lunch or implement a structured schedule that ensures that children are not pressured to eat and run.
- E. School cafeteria areas will provide enough serving lines to ensure that students spend no more than seven minutes waiting in line for a school meal.
- F. School employees, student government, and community members will be encouraged to reward student behavior with non-food items instead of food items. Student input is recommended at the secondary level.
- G. Bus routes and school schedules will be coordinated to allow students ample time before class to participate in the National School Breakfast program.
- H. Students in pre-kindergarten through grade 12 will be responsible for cleaning up after themselves at breakfast and lunch. Students will put away trays and dispose of garbage properly to keep the school environment clean.

X. Food and Beverage Marketing in Schools

- A. The district permits advertising and marketing of only those foods and beverages that are permitted to be sold on the school campus, consistent with the board's wellness policy and these procedures.
- B. Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.
- C. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:
 - 1. brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
 - 2. displays, such as on vending machine exteriors;
 - 3. corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards;
 - a. Immediate replacement of these items are not required; however, schools must replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.
 - 4. corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the district;
 - 5. advertisements in school publications or school mailings; and
 - 6. free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.
- D. As the child nutrition department, school athletic departments, and/or purchasing department review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by these procedures.

XI. Child Nutrition Operation

Child nutrition programs will be accessible to all students and must comply with federal, state, and local requirements (see, Board Policy G-6: Child Nutrition and Food Service Management). The child nutrition department will develop a coordinated and comprehensive outreach, promotion and pricing plan to ensure maximum participation in the federal school meal programs, e.g. school lunch, school breakfast, after-school snack, and summer food service.

XII. Food Safety/Food Security

All foods made available on school campuses by the child nutrition department will adhere to food safety and security guidelines including compliance with federal, state, and local food safety and sanitation regulations. Food provided outside of child nutrition services becomes the responsibility of school administration, with oversight of the School Community Council (SCC). Access to the food service operation is to be limited to child nutrition staff and authorized personnel only.

XIII. Implementation and Evaluation

The superintendent or designee will appoint a district wellness committee to regularly monitor the overall effectiveness of the board policy and these administrative procedures, and recommend policy and/or procedural modifications that will positively impact student health. The SCC will be designated to oversee the implementation and evaluation of the board wellness policy and these administrative procedures at each school site as follows:

- A. District wellness committee: The district wellness committee will include parents, students, director of the child nutrition department, district healthy lifestyles specialist, school health professionals, and representatives of the school board, school administrators, teachers, classified employees, and the public. The purpose of the district wellness committee is as follows:
 - 1. regularly monitor the overall effectiveness of the board wellness policy;
 - 2. highlight areas in need of future change; and
 - 3. recommend policy and/or administrative procedure modifications that will positively impact student health.
- B. SCC: The school administrator or designee, with oversight of the SCC, will ensure that these administrative procedures are enforced at the school site as follows:
 - 1. One or more persons at the school will be designated and charged with the operational responsibility for ensuring that the school follows these procedures and the accompanying board policy.
 - 2. Annually, every school employee shall review and agree to adhere to these administrative procedures and the accompanying board policy.
 - 3. The compliance of the school with these procedures will be evaluated annually by the onsite designee, and a written record of compliance will be provided to the SCC for evaluation.
 - 4. A copy of the approved written record of compliance will be submitted by the school to the superintendent, or designee, and the board of education prior to the end of each school year.
 - 5. An annual report of the goals and progress toward implementation of these procedures will be included in the equity and excellence plan, also known as the school improvement plan.

XIV. Annual Notification of Policy

- A. The district will inform families and the public each year of basic information about these procedures and the accompanying board policy. The district will make this information available via the district website and/or district-wide communications.
- B. The district will provide as much information as possible to families about the school nutrition environment. This will include a summary of any district events or activities related to wellness policy implementation.
- C. Annually, the district will also publicize the name and contact information of the district employee(s) leading and coordinating the wellness committee, as well as information on how the public can get involved with the committee.

XV. Triennial Progress Assessments

- A. At least once every three years, the district will evaluate compliance with the wellness policy and these procedures in accordance with state and federal law.
- B. The position/person responsible for managing the triennial assessment is the district's director of child nutrition programs. The director can be reached at 801.974.8365.
- C. The district's wellness committee, in collaboration with individual schools, will monitor schools' compliance with the wellness policy and these procedures.
- D. The district will actively notify households/families of the availability of the triennial progress report.

XVI. Recordkeeping

- A. The district will retain records to document compliance with the requirements of the wellness policy in the Child Nutrition Department, Beardsley Place, 995 West 2480 South, Salt Lake City, Utah 84119, and/or on the district's website. Documentation maintained in this location will include but will not be limited to:
 - 1. the written wellness policy and these administrative procedures;

2. documentation demonstrating that these procedures and the accompanying policy have been made available to the public;
3. documentation of efforts to review and update the wellness policy and these procedures; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the district wellness committee;
4. documentation to demonstrate compliance with the annual public notification requirements;
5. the most recent assessment on the implementation of the wellness policy and these procedures; and
6. documentation demonstrating that the most recent assessment has been made available to the public.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Whitney Banks, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

Appendix C

Board Policy G-6: Child Nutrition Food Service Management

G-6: Administrative Procedures, Child Nutrition Food Service Management

Board Policy G-6: Child Nutrition Food Service Management



REFERENCES

[Administrative Procedures for Board Policy G-6](#)
[Richard B. Russell National School Lunch Act, 42 U.S.C. 1571, et seq.](#)
[Child Nutrition Act of 1966, 42 U.S.C. 1771, et seq.](#)
[Emergency Food Assistance Act, 7 U.S.C. 7501, et seq.](#)
[Code of Federal Regulations, Chapter 7](#)
[Utah Code Ann. §26A-1-121, Standards and Regulations Adopted by Local Board](#)
[Utah Code Ann. §53A-19-201, School Lunch Program](#)
[Utah Code Ann. §53A-19-301, School Breakfast Program](#)
[Utah Admin. Code R277-719, Standards for Selling Foods Outside of the Reimbursable Meal in Schools](#)
[Utah Admin. Code R277-720, Child Nutrition Programs](#)
[Utah Admin. Code R392, Health Disease Control and Prevention, Environmental Services](#)
[Board Policy G-3, Wellness](#)

THE POLICY

The Salt Lake City School District Board of Education recognizes that a poor diet negatively impacts students' health, and their ability and motivation to learn. To that end, the board has developed and implemented an efficient and effective food service program to provide students with healthy and nutritious foods, and promote long-term healthy eating habits. The district's child nutrition department will work closely with school administrators to provide nutritious meals with variety, appeal, and value for all students in a caring, safe and nurturing environment.

The purpose of this policy is to ensure that every school operates a food service program that provides students with access to the varied and nutritious foods they need to stay healthy and learn. The child nutrition program will not discriminate against, nor physically segregate, any student because of his or her inability to pay the full price of a meal or milk. Schools must ensure that students eligible to receive free or reduced price meals, or whose meal accounts have a low balance or are delinquent, are not easily identifiable or subject to ridicule, or embarrassment. The child nutrition program is an essential educational and support program, and budget neutrality or profit generation will not take precedence over the nutritional needs of the district's students.

The district participates in the National School Lunch Program, School Breakfast Program, Nutrition Education and Training Program, Summer Food Service Program, and other food distribution programs according to its permanent agreement with the Utah State Board of Education. When feasible, the district will sponsor additional food service programs, e.g., After School Snack Program, Fresh Fruit and Vegetable Program, Community Eligibility Provision, Breakfast in the Classroom, catering, vending, etc., to support student education.

The district will set forth its specific processes for implementing this board policy through the accompanying [administrative procedures](#).

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Whitney Banks, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

G-6: Administrative Procedures

Child Nutrition Food Service Management



REFERENCES

[Board Policy G-6](#)
[Eligibility Manual for School Meals](#)
[Income Eligibility Guidelines](#)
[Free and Reduced Price School Meals Family Application](#)
[Medical Statement to Request Special Meals, Accommodations, and Milk Substitutions](#)
[G-3: Administrative Procedures, Wellness](#)
[Salt Lake City School District's Child Nutrition Department Procurement Procedures for School Food Authorities](#)

DEFINITIONS

Automated Meal Payment System: The district's web-based system, [MyPaymentsPlus](#), which allows parents to deposit funds into their students' meal accounts. The system has the capability to inform participating parents of account balances and payments, and notify parents when account balances drop below a certain level.

Collection Efforts: Using a collecting agency or other means in order to collect unpaid meal balances.

Delinquent Account: A student's meal fund account that does not have adequate funds to cover the meal charges.

Free Meal: A meal served to a student whose parents have qualified, based on federal standards, to have their child receive free meals. A free meal, by definition, is served at no cost to the student.

Meal Charging: Allowing students who do not have sufficient funds in their account to receive a full meal, with parents or other sources paying for these meals at a later time.

Non-Program Foods: A meal or food component which does not meet the U.S. Department of Agriculture regulations and may not be claimed for payment from the U.S. Department of Agriculture. Examples include adult meals, second meals, extra milk, separate meal components, non-enrolled children meals, classroom snacks, school community events, etc.

Parent: A student's parent, legal guardian, or person acting as the parent for school purposes.

Paid Meal: A meal served to a student whose parents have not qualified for free or reduced price meals. The parent must pay the lunch price charged by the district.

Point of Service: The place in each school's food service area where paying for meals and counting of reimbursable meals occurs.

Reduced Price Meal: A meal served to a student whose parents have qualified, based on federal standards, to have their child receive a reduced price meal. While the federal regulations allow the district to charge the parent up to \$0.40 per lunch and/or \$0.30 per breakfast, the district has elected to waive the charge to parents for reduced price meals.

Reimbursable Meal: A meal which meets the U.S. Department of Agriculture regulations and may be claimed for payment from the U.S. Department of Agriculture.

PROCEDURES FOR IMPLEMENTATION

I. School Meals

- A. All reimbursable meals shall meet the minimum nutrition standards as required by the U.S. Department of Agriculture's (USDA) National School Lunch and Breakfast Program and 2010 Healthy Hunger-Free Kids Act regulations.
- B. This requirement does not apply to medically authorized special needs diets.
 1. The child nutrition department will comply with the USDA's disability requirements for modified diets when a student has a documented disability and the state-approved [Medical Statement to Request Special Meals, Accommodations, and Milk Substitutions](#) form has been completed.
 2. The child nutrition department may comply with requests for non-disability medical conditions.
 3. Accommodations will be made on a case-by-case basis upon receipt of a completed request form.
 4. Parents should coordinate with their child's school nurse and the district's dietician when making a request for special meals or accommodations.
 5. The district's school lunch menus are available online at <http://www.slcschools.org/departments/child-nutrition/>
- C. The price for a paid meal shall comply with the federal Paid Lunch Equity guidelines and be ratified by the board.
- D. The price for non-program foods must be sufficient to cover the full cost of the food, labor, equipment and program operations in accordance with federal regulations.

II. Staff and Equipment

- A. The district will employ a child nutrition director who is properly qualified, certified and/or credentialed according to professional standards to administer the child nutrition department's programs and satisfy reporting requirements.
- B. All child nutrition personnel will have all necessary training in accordance with federal and state law, and program regulations.
- C. All food service workers handling open food must obtain and maintain a food handler's permit.
- D. All kitchen site managers must obtain and maintain ServSafe Certification and be a Registered Food Safety Manager with the Salt Lake County Health Department.
- E. All food service equipment and facilities must meet applicable local and state standards concerning health, safe food preparation, handling and storage, sanitation, and workplace safety.
- F. All equipment that is the responsibility of the child nutrition department should be left in the serving kitchen and should not be taken out on field trips, to faculty rooms, or to other areas of the school for special functions.
- G. Individuals or groups are not allowed to use school food services facilities or equipment without having an authorized child nutrition staff member present to maintain sanitation, proper equipment use, and security of equipment and inventory

III. Procurement Procedures

- A. The child nutrition department shall follow the district's general procurement policies and procedures, but also the Salt Lake City School District's [Child Nutrition Department Procurement Procedures for School Food Authorities \(SFA Procurement Procedures\)](#).
 - 1. If any conflict exists between the district's general procurement and the SFA Procurement Procedures, the SFA Procurement Procedures shall control.

IV. Program Information

- A. The district will strive to maximize participation in the school meal program, which includes all eligible children qualifying and receiving free and reduced price meals, through outreach and a low-cost meal pricing plan.
- B. Parents may obtain information about the district's school lunch and breakfast program and apply for free and reduced meal benefits at <http://www.slcschools.org/departments/child-nutrition/> or by contacting the child nutrition department by phone at (801)974-8380 during regular school hours.
- C. In conjunction with student registration, each school will provide information to parents regarding:
 - 1. the school meal programs offered;
 - 2. prices for student meals, adult meals and extra milk;
 - 3. payment options for meals, including, if applicable, the use of discretionary school funds to pay for meals;
 - 4. application procedures to qualify for free and reduced price meals; and
 - 5. delinquent meal account policies, including, if applicable, the school's use of a collection agency.
- D. Schools will send reminders to parents of the payment options and program policy throughout the school year. Schools may use various reasonable and effective means of communication to contact parents, including but not limited to student handbooks, newsletters, announcements, lunch menus, e-mails, or telephone calls.
- E. Parents are encouraged to apply online for free and reduced priced meals at <http://www.slcschools.org/departments/child-nutrition/>. Parents may also elect to print out and submit a paper application to the kitchen manager or child nutrition department. Applications are available in a variety of languages at <https://www.fns.usda.gov/school-meals/translated-applications>. The school must provide paper applications for parents who do not have access to on-line forms.
- F. If the student's family receives benefits from the Special Nutrition Assistance Program (SNAP), the Family Employment Program (FEP), or the Food Distribution Program on Indian Reservations (FDPIR), the household qualifies for meals at no charge. Once the school receives notice of the student's or family's eligibility based on participation in one of these programs, the family does not have to complete or submit a free and reduced price application. The child nutrition department will communicate in writing with the parents that their students are eligible for free meals. If a parent or family qualifies under one of these programs, and has not received such a letter before school starts, the parent should contact the child nutrition department at 801.974.8380.
- G. The school may complete an application for free and reduced price meals on behalf of the parents, if school personnel have knowledge of the family's financial circumstances and the parents have given their permission. The school must notify the parents that an application has been completed on their behalf.
- H. Families can apply for free and reduced price meals at any time during the school year.
- I. The child nutrition program must maintain the confidentiality of the identities of participants in the free and reduced price program.

V. Payments

- A. It is the parents' responsibility to ensure that their child has money in his or her meal account.
- B. Meals can be paid for electronically using [MyPaymentsPlus](#) or at the school with cash or check. Payments for elementary and middle school students will be accepted at the school office. Payments for high school students will be accepted either by the kitchen manager or at the point of sale. Payments should clearly indicate the account to which the funds should be credited, e.g. if a parent has multiple children at one school, the payment must indicate which student's account should be credited and the amount to be credited to that student's account.
- C. Personal checks will not be accepted from parents who have previously provided a check that was returned from their bank for any reason, including insufficient funds.
- D. If a student qualifies for free or reduced price meals, no payments are due for the reimbursable meal. However, payment will be required for any additional food purchases beyond the reimbursable meal.
- E. A school will credit meal payments from parents' to students' accounts before the meal period. Schools will apply payments to the purchase of the current day's meal first, and the payment to past-due accounts second.
- F. The district's child nutrition program is subject to federally mandated cost principles which state that bad debts, including losses arising from uncollectable accounts, collection fees, and related legal costs, are unallowable. Accordingly, the district must use all reasonable collection efforts, including the use of a collection agency, in order to ensure that parents, who have not qualified for free or reduced price meals, pay for their students' school meals.

VI. Identification of and Notification of Delinquent Accounts

- A. Schools will identify student accounts that do not have adequate balances to pay for student meals.
 - 1. At the end of each day, each school's kitchen manager will run a negative balance report for the school site.
 - 2. Before the final school bell rings, a report of all students who have a negative meal account balance of ten dollars (-\$10.00) or more will be provided to the school principal, and a copy of such report will be maintained in the kitchen office.
 - a. Parents will be notified when their student's meal account has a ten dollar (\$10.00) balance and every day when they have a negative account balance.
 - b. The district will use its in-house notification system, School Messenger, to notify all parents of low or delinquent meal accounts.
 - c. Parents using [MyPaymentsPlus](#) will also receive an automatic daily email notification until the account is replenished.
 - 3. When a student's account balance is between \$10.00 and \$0.01, the parent will receive a once-a-week reminder of the low balance.
 - a. This low balance notification will be sent every Friday afternoon before 8:00 p.m.
 - b. This notification will be sent to parents of students who have purchased a meal in the past 30 days.
 - 4. When a child's account balance is in the negative, parents will receive a daily notification until the account has been replenished.
 - a. This negative account balance notification will be sent every school day afternoon before 8:00 p.m.
 - b. This notification will be sent to the parents of students who have purchased a meal in the past 30 days, and whose student has a negative lunch account balance of -\$0.01 or more.
 - 5. The child nutrition department will be responsible for notifying the parents by telephone or e-mail through School Messenger. School administrators should also work with the child nutrition department to collect on and notify parents about delinquent meal accounts. All notifications attempts will be documented.
 - 6. All communication about payments in arrears should be directed to the students' parents. No district employee will ask students for meal payments nor ask them to remind their parents to send money for their meal accounts.
 - 7. Parents who wish to change their notification settings or opt-out of district notifications, can do so in the parent portal.
- B. If a student repeatedly has no money in his or her meal account, and no meals are sent from home for the student, school administrators and child nutrition department staff will consider the circumstances in the home, and may contact the district's student services department and/or the state's child protective services.
- C. Parents are responsible for all collection fees attributable to the district's reasonable efforts to collect overdue meal accounts, including any fees associated with the use of a collection agency.

VII. School Procedures for Serving Students with Insufficient or Negative Meal Account Balances

- A. The child nutrition department staff will exercise sensitivity and confidentiality in serving students with insufficient or negative meal accounts. No district employee will subject a student to embarrassment or ridicule based on the balance in his or her meal accounts.
- B. If a student's meal account is inadequate to pay for a meal, the school will provide a full meal to the student, and parents will be notified that the school will use collection efforts to pay for the provided meals.

VIII. Discrimination Prohibited

- A. No person shall, on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, sexual orientation, or income, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any child nutrition program or activity.
- B. There will be no physical segregation of, nor any discrimination against, any student because of his or her inability to pay the full price of the meal or due to his or her eligibility for free and reduced price meals.
- C. The names of the students eligible to receive free and reduced price meals shall not be published, posted, or announced in any manner, and there shall be no overt identification of any such students by any means.
- D. No district employee may deny a meal benefit to any student as a disciplinary action.
- E. Persons who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language) or program information in a language other than English should contact Bob Muench, the district's Translation Coordinator, at 801.578.8378 for assistance. Individuals who are deaf, hard of hearing, or have speech disabilities may contact the U.S. Department of Agriculture through the Federal Relay Service at (800) 877-8339.
- F. A complaint alleging discrimination in the district's implementation of the federal Food and Nutrition Service School Meal Programs (e.g., school breakfast and lunch, the fresh fruit and vegetable program, free and reduced lunch, etc.) shall be communicated to Kelly Orton, the Director of the Child Nutrition Department, by phone at 801.974.8380, in person at 999 West Beardsley Place, Salt Lake City, or by email to Kelly.orton@slcschools.org.
 - 1. If the complaint is made verbally, the complaint will be transcribed.
 - 2. All complaints will be forwarded to the Child Nutrition Programs Director at the Utah State Board of Education ("USBE").
 - 3. The district's internal process for resolving discrimination complaints may be utilized, but is not a prerequisite for filing a complaint with USBE. Please see [Board Policy G-19: Discrimination, Harassment and Retaliation Prohibited](#) and its accompanying administrative procedures for further information.
- G. To file a complaint of discrimination directly with the U.S. Department of Agriculture ("USDA"), complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov

IX. Refunds

- A. If a student has withdrawn from school, parents must submit a written request to the district's child nutrition department for a refund of any money remaining in their child's meal account.
- B. If a student is graduating or leaving the district, parents should contact the district's child nutrition department for meal account balances, and to request a refund. Any unused balance can also be transferred to a sibling's account upon request. After one year, the district will make a good faith effort to contact the parents to refund the monies. If the district's attempts are unsuccessful, the unclaimed funds will then be remitted to the Utah Division of Unclaimed Property.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Whitney Banks, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

Appendix D

Board Policy G-19: Discrimination, Harassment, and Retaliation Prohibited

G-19: Administrative Procedures, Discrimination, Harassment, and Retaliation Prohibited

Board Policy G-19: Discrimination, Harassment, and Retaliation Prohibited



REFERENCES

[Administrative Procedures for Board Policy G-19](#)
[Form G-19: Complaint and/or Request for Investigation](#)
[20 U.S.C. §1681-86, Title IX of the Education Amendments of 1972, 34 C.F.R. Part 106](#)
[20 U.S.C. §7905, Boy Scouts of America Equal Access Act, 34 C.F.R. §108 et seq.](#)
[29 U.S.C. §206\(d\), The Equal Pay Act of 1963](#)
[29 U.S.C. §621 et seq., Age Discrimination in Employment Act of 1967, 29 C.F.R. §621-634](#)
[29 U.S.C. §794, Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. §104 et seq.](#)
[29 U.S.C. §2601, The Family Medical Leave Act of 1993, 29 C.F.R. §825](#)
[32 U.S.C. §2000\(d\), Title VI Civil Rights Act of 1964, 34 C.F.R. §100 et seq.](#)
[38 U.S.C. §4212 et seq., The Vietnam Era Veterans' Readjustment Assistance Act of 1974](#)
[42 U.S.C. §2000\(e\), Title VII of the Civil Rights Act of 1964](#)
[42 U.S.C. §6101-6107, Age Discrimination Act of 1975, 34 C.F.R. §110 et seq.](#)
[42 U.S.C. §12101 et seq., ADA Amendments Act of 2008, 29 C.F.R. §1630](#)
[42 U.S.C. §12111 et seq., Title II of the Americans with Disabilities Act of 1990 \(ADA\), 29 C.F.R. §35](#)
[The Pregnancy Discrimination Act of 1978](#)
[29 C.F.R. §1635, Title II of the Genetic Information Nondiscrimination Act of 2008](#)
[October 26, 2010 Dear Colleague Letter](#)
[May 6, 2011 Dear Colleague Letter](#)
[May 26, 2011 Dear Colleague Letter](#)
[December 2, 2011 Dear Colleague Letter](#)
[Utah Code Ann. §34A-5-101 et seq., Utah Antidiscrimination Act](#)
[Utah Code Ann. §71-10-1 et seq., Veteran's Preference](#)
[Board Policy G-20: Bullying, Cyber-bullying, Hazing, and Abusive Conduct Prohibited](#)
[Board Policy S-3: Student Conduct and Discipline](#)

THE POLICY

THIS POLICY MUST BE PUBLISHED ANNUALLY IN ALL STUDENT AND EMPLOYEE HANDBOOKS.

The Salt Lake City School District Board of Education is committed to providing a working and learning environment free from harassment, discrimination, and retaliation. The board values diversity among its students and employees. Accordingly, no otherwise qualified person shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to unlawful discrimination in any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status (Protected Classes).

These protections apply to students, employees, and other members of the public. The district is committed to providing equal access and equal opportunity in its programs, services, and employment including its policies, complaint processes, program accessibility, district facility use, accommodations, and other Equal Employment Opportunity matters. The district shall operate as an equal opportunity employer and will provide and safeguard the opportunity for all persons to seek, obtain, hold, and advance in employment within the district without discrimination. The district will also proactively recruit underrepresented groups, including women, minorities, people with disabilities, and eligible veterans. Employment decisions shall be based on job-related qualifications and competence.

The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups.

The district prohibits harassment, discrimination, or retaliation against individuals who report allegations of discrimination, file a formal complaint, or participate in the investigative process. It is also a violation of this policy for any district employee to ignore harassment, discrimination or retaliation. Violations of this policy may result in discipline for both students and district employees.

The purpose of this policy is to promote a work and educational environment at the district that is free of discrimination, harassment, and retaliation, and to affirm the district's commitment to non-discrimination, equity in education, equal opportunity for employment, and affirmative action.

Students or employees who believe that they have been subjected to unlawful discrimination, harassment, or retaliation should report the incident immediately to the school principal, department supervisor, or designee, as outlined in the administrative procedures for this policy. Complaints will be investigated with fairness and reasonable speed.

Refer to Board Policy G-20: Bullying, Cyber-bullying, Hazing, and Abusive Conduct Prohibited, and its associated administrative procedures for guidance on those issues. Board Policy G-20 pertains to both students and employees. Board Policy S-3: Student Conduct and Discipline, and its associated administrative procedures describe student rights and responsibilities. Employees should consult the appropriate employee handbooks and/or negotiated agreements for a description of their rights and responsibilities.

Discrimination Prohibited Statement for publications and applications

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

The district will set forth its specific processes for implementing this board policy through the accompanying [administrative procedures](#).

G-19: Administrative Procedures Discrimination, Harassment, and Retaliation Prohibited



REFERENCES

[Board Policy G-19](#)

DEFINITIONS

Complainant: An individual or group of individuals making a complaint. A parent may file a complaint on behalf of their student.

Compliance Officer and Title IX Coordinator: The person designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, 440 East 100 South, Salt Lake City, Utah 84111, 801.578.8388.

Complaint: A claim by an aggrieved party or a witness that an individual has engaged in unlawful discrimination, harassment, and/or retaliation.

Discrimination: Conduct including words, gestures, and/or other actions that unfairly disadvantages individuals based upon protected characteristics such as their age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, and/or veteran status.

Gender Identity: Refers to one's internal sense of one's own gender. It may or may not correspond to the sex assigned to a person at birth, and may or may not be made visible to others.

Genetic Information: Information about an individual's genetic tests, the genetic tests of family members of an individual, and the manifestation of a disease or disorder in an individual's family members. This term also includes an individual's request for, or receipt of, genetic services, or participation in clinical research which includes genetic services, by an individual or any family member of the individual. This term does not include information about the sex or age of any individual.

Harassment: Unwelcome conduct that is demeaning or derisive of, or occurs substantially because of, the individual's age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, and/or veteran status, and that creates a hostile learning or work environment.

Harassment, based on one of the above listed categories, may include but is not limited to:

- A. Intentional behavior directed at an entire group which is based on demeaning or derisive stereotypes, and is severe enough that it creates a hostile environment. Examples include offensive comments, slurs or jokes, physical gestures, and visual displays such as posters, etc.
- B. Intentional, non-criminal behavior which is targeted at an individual or particular members of a group, which can be verbal, physical, or visual, and that is severe enough or pervasive enough that it adversely affects the individual's working or learning environment. Examples include negative or offensive comments, slurs or jokes, suggestions, and gestures directed at the personal traits or characteristics of an individual or group.
- C. Harassing behavior which violates state or federal criminal statutes. Examples include criminal assault, sexual assault, rape, criminal mischief, stalking, arson, and trespass.

Parent: For the purposes of these procedures, parent means a custodial parent or legal guardian of a student.

Pregnancy: For purposes of the board's non-discrimination policies and the district's corresponding administrative procedures and practices, the term pregnancy includes childbirth, pregnancy-related conditions, breastfeeding, and medical conditions related to breastfeeding.

Reprisal: An unlawful use of position to avenge or punish an individual for his/her refusal to consent/submit to an inappropriate request and/or demand. Acts of reprisal may be overt or covert and may take many forms such as:

- A. open hostility to the individual, witnesses, or others involved;
- B. exclusion/ostracism of the individual, witnesses, or others involved, which includes behaviors ranging from overt to silent rejection;
- C. the creation, or continued existence, of a hostile work environment;
- D. individualized negative remarks that are repeated and malicious; and
- E. special attention to, assignment of alternative duties that are less desirable work assignments, or reductions in pay.

Respondent: The individual named in a complaint as having engaged in or being responsible for a discriminatory, harassing, or retaliatory act or omission.

Retaliation: Any form of sanction or adverse treatment, including but not limited to intimidation, reprisal, or harassment of any individual because s/he:

- A. has asserted, or assisted another individual to assert, a complaint in either a formal or informal manner with the district or with any state or federal agency; or
- B. has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing related to a complaint.

Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, or other verbal or written communications, or physical conduct of a sexual nature when:

- A. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, academic or professional pursuits, or participation in a district-sponsored program or activity;
- B. such conduct affects or has the purpose of unreasonably interfering with an individual's employment, education, or participation in a district-sponsored activity by creating an intimidating, hostile, or offensive working or learning environment; or
- C. such conduct amounts to a violation of state or federal criminal laws, including sexual assault, rape, etc.

Examples of sexual harassment include but are not limited to:

- A. subtly or overtly pressuring another for sexual activity, engaging in sexually motivated physical conduct, including unwelcome touching, pinching, blocking, or brushing against another's body;
 - B. using obscene or sexually explicit language or making sexually explicit gestures;
 - C. displaying, viewing, printing, or transmitting sexually offensive images, objects, or other materials;
 - D. using sexually offensive language or slurs, teasing, joking, or making innuendos about gender-specific traits or characteristics;
 - E. engaging in demeaning or derisive conduct based substantially on a person's gender, gender identity, or sexual orientation; and
 - F. engaging in any behavior of a sexual nature, or "romantic contact," between a student and district employee.
-

PROCEDURES FOR IMPLEMENTATION

The district prohibits unlawful discrimination, harassment, and retaliation on all district premises, during district sponsored activities, in all aspects of employment with the district, and by all district students and employees.

Any student who commits unlawful discrimination, harassment, or retaliation, or violates an individual's civil rights may be subject to discipline up to and including alternative placement. Any employee who engages in such behavior may be subject to discipline up to and including termination. The district will determine the appropriate remedy for each complaint.

Any request to stop the unlawful behavior outlined in these procedures must be complied with immediately. Individuals are encouraged to make such requests in order to resolve these situations if possible.

Supervisors are responsible for taking prompt necessary steps, including appropriate disciplinary action, to ensure and maintain a working and educational environment free of intimidation, coercion, discrimination, harassment, and retaliation.

The district will investigate all complaints of discrimination, harassment, and retaliation, and will take appropriate action to stop violations, prevent recurrence, and remedy any effects of violations. All complaints will be investigated by using the preponderance of the evidence standard. A preponderance of the evidence means that it is more likely than not that the testimony or other evidence on one side of a particular issue is true.

All district employees are required to cooperate in all proceedings conducted pursuant to these procedures. Failure or refusal to cooperate in, or interference with, any such investigation or proceeding will result in disciplinary action up to and including termination.

The following procedures are available to those who believe they have witnessed or are victims of unlawful discrimination, harassment, or retaliation.

The district has jurisdiction over Title IX complaints and those complaints shall be resolved by using the procedures listed below. Title IX prohibits retaliation. Under Title IX, a Complainant has the right to file a criminal complaint and a Title IX complaint simultaneously.

At any point in the process, the Complainant, the Respondent, or any witness, may request assistance in order to ensure their due process rights are being protected. Examples of such requests include, but are not limited to, assistance filling out a complaint form or other necessary paperwork, and provision of translation or interpreter services. Assistance with what claims to assert, what defenses should be raised, what testimony to give, or other content issues will not be provided.

I. Duty to Report

It is the duty of every student and every employee to report any violations of these procedures or the accompanying board policy. Failure to do so may result in disciplinary action.

II. Confidentiality

- A. Every effort will be made to protect the confidentiality of all participants in complaint proceedings and investigations; however, absolute confidentiality cannot be guaranteed. In some instances the district's legal obligations, including the need to investigate allegations and take appropriate corrective action, will require the disclosure of certain information.
- B. In all cases, the person receiving the complaint should discuss confidentiality standards and concerns with the Complainant initially. The Complainant must be informed that a confidentiality request may limit the district's ability to respond to a complaint. If the Complainant continues to ask that his/her name not be revealed, all reasonable steps must still be taken to investigate and respond to the complaint consistent with the Complainant's request as long as doing so does not prevent the district from responding effectively to the complaint.
 - 1. Respondents are entitled to due process, thus, if a Complainant, who was the only other individual involved, insists that his/her name not be revealed, and the Respondent cannot respond to the charges without that information, disciplinary action against the Respondent may not be appropriate.
- C. All individuals involved in a complaint or investigation shall refrain from discussing the matter, except with those who have a legal need to know.

III. Submitting an Initial Complaint

- A. A Complainant may submit an initial complaint as follows:
 - 1. Any complaint involving students must be immediately referred to the school principal.
 - a. Any district employee who receives a complaint of sexual harassment from a student shall inform the student of the employee's obligation to report the complaint to the principal, and then shall immediately notify the principal. Such behavior will also warrant reporting to the appropriate licensing or law enforcement authority.
 - b. Pursuant to state law, when a complaint involves allegations of child abuse, the complaint must immediately be reported to either the Division of Child and Family Services (DCFS) or local law enforcement, and the anonymity of both the Complainant and school officials involved in the investigation will be strictly protected.
 - 2. If the complaint involves a district employee, the Complainant may submit a complaint to their supervisor, or may contact the Compliance Officer.
 - 3. If the complaint involves the Compliance Officer, the Complainant may contact the district's Human Resource Services Department (HRS) at 801.578.8340, 440 East 100 South, Salt Lake City, Utah 84111.
 - 4. When the Respondent is a third-party such as a vendor, visiting speaker, patron, volunteer, etc., if the Complainant is a student, s/he should contact the principal; if the Complainant is a district employee, s/he should contact the Compliance Officer.
- B. Any complaint clearly alleging criminal conduct will be forwarded to local law enforcement for investigation.
- C. Good faith submission of a complaint will not adversely affect the Complainant's future employment, grades, work assignments, or participation in district-sponsored programs or activities. However, a student or employee who knowingly files a false report may be subject to civil and/or legal actions as well as district disciplinary action.

IV. The Initial Complaint

- A. The initial complaint may be submitted either orally or in writing. Whether or not a Complainant files a complaint or otherwise asks the person receiving the complaint to take action, where the district knows or reasonably should know of an incident, the district must take steps to understand what occurred and respond appropriately.
 - 1. A complaint should be made as soon as possible, but preferably not later than thirty (30) days after the incident(s) in order to be effectively investigated and resolved.
 - 2. It should set forth in plain language the circumstances which the individual believes support the allegation(s) of unlawful behavior, the names of the individual(s) against whom the claim is made, and any remedies that are being sought.
 - 3. Individuals should provide as much information as possible including any conversation(s) with the Respondent, noting the time, date and place, what was said or done, and any other relevant circumstances surrounding the event(s).
- B. Complaint forms may also be used and are available online and in each district building. See, Board Policy G-19: Complaint and/or Request for Investigation form.

V. Responsibilities and Protocol for Resolving a Complaint

- A. Any principal or supervisor receiving a complaint will first document the complaint in writing. In circumstances involving allegations of sexual violence, the district will forward the complaint to local law enforcement for investigation, and Complainants shall immediately be informed of their right to file a criminal complaint or police report with law enforcement.
- B. The principal or supervisor must immediately forward a copy of the written complaint to the district's Compliance Officer.
- C. At any point during or after the complaint is raised, the district may take steps to protect and or support the Complainant, Respondent, students, and other employees.
 - 1. For students, such actions may include providing counseling services and/or academic support services, and/or adjusting passing times, class seating arrangements, and/or class schedules.
 - a. The district provides a list of counseling services at:
<https://www.slcschools.org/departments/educational-equity-and-student-support/student-services/counseling-services/>.
 - 2. For employees, appropriate steps may include changing work schedules or work locations, but any changes will be dependent on the employee's job responsibilities and must be arranged through HRS.
 - 3. School and district administrators must take strong responsive action against retaliation, and shall offer assistance to victims, and if applicable their parents, in reporting subsequent problems and new incidents.
- D. Complaints will be informally resolved/investigated by the following individuals:
 - 1. Any complaint alleging a student violation against another student shall initially be informally resolved/investigated by the principal.
 - 2. Any complaint alleging a district employee violation against a student or other employee(s) shall be reported immediately to the Compliance Officer who will then be responsible for informally resolving/investigating the complaint.
 - 3. Any complaint alleging a third party violation against a student shall be informally resolved/investigated by the principal.
 - 4. Any complaint alleging a third party violation against an employee shall be informally resolved/investigated by the Compliance Officer.
- E. The Investigator may dismiss all or part of the complaint without any further investigation if:
 - 1. the allegations in the complaint are insufficient to establish a policy violation even if all the factual allegations in the complaint are true;
 - 2. the complaint was not filed in a timely manner; and/or
 - 3. the Investigator decides to limit the scope of the investigation.
- F. A principal or supervisor who does not immediately follow the protocol as indicated above may be subject to disciplinary action.

VI. Informal Process

- A. Any complaints involving severe discrimination, harassment, or retaliation may not be informally resolved without obtaining prior permission from the Compliance Officer.
- B. The complaint may be handled informally if the Complainant seeks to resolve the issues directly with the individual(s) involved or through appropriate district employees.
 - 1. All parties must agree to an informal resolution for one to occur. An informal resolution may only occur after the person informally resolving the complaint receives a full disclosure of the allegations, determines the matter is appropriate for the informal process, and informs the Complainant of the option for a formal resolution.
 - 2. In no event will a student victim be required to work out a problem directly with the Respondent without participation by the appropriate district administrator.
 - 3. The individual resolving the complaint will use his/her best efforts to resolve the complaint through mediation and negotiation with all parties.
 - 4. If satisfactory resolution is reached informally, no further action will be taken and the matter will be considered closed.
 - a. When the individual resolving the complaint is addressing a student to student concern, s/he shall document in writing that the matter has been resolved informally by including the relevant details of the matter and the outcome in Educators Handbook using the appropriate designation.
 - 5. If the Complainant or Respondent is not satisfied with the outcome of the informal process, they may request that the complaint be handled formally.
 - 6. A request for the matter to be resolved through a formal process may be made at any time.
 - 7. The informal process should be completed within twenty (20) business days, unless a longer period of time is deemed necessary.

- C. If the behavior warrants any sanction above a verbal warning with respect to employment matters, the executive director of HRS must be involved in determining appropriate discipline and reviewing any gathered documentation.
 - 1. Discipline imposed on an employee may be separately appealed through the appropriate process outlined the administrative procedures associated with P-4: Discipline of District Employees.
- D. If a student's behavior rises to a serious violation of policy and warrants a suspension or expulsion, the director of student services must be involved in determining appropriate discipline and reviewing any gathered documentation.

VII. First Level Formal Investigation and Response

- A. The individual designated to investigate the complaint ("Investigator") shall be responsible for investigating the complaint as outlined in these procedures. Failure to properly investigate a complaint may result in discipline.
- B. Initial investigation
 - 1. At a minimum, the Investigator will immediately:
 - a. notify the Complainant of his/her right to have someone translate or interpret during the interview;
 - b. notify the Complainant of his/her right to have someone of the same gender conduct or be present during the interview;
 - c. interview the Complainant and document the conversation;
 - d. instruct the Complainant to have no contact or communication regarding the complaint with the Respondent;
 - e. inform the Respondent that a complaint has been filed against him/her;
 - f. inform the Respondent that if the objectionable conduct has occurred, it must cease immediately;
 - g. provide the Respondent with a copy of these procedures;
 - h. inform the Respondent of his/her rights and responsibilities during the investigation;
 - i. notify the Respondent that s/he will be afforded a full and complete opportunity to respond to the allegations;
 - j. instruct the Respondent to have no contact or communication regarding the complaint with Complainant, and to not take any retaliatory action against the Complainant; and
 - k. document the conversation with the Respondent.
 - 2. The Respondent (and when appropriate, his/her parent) shall have the opportunity to respond to the complaint in writing prior to formal interviews. The Respondent should be provided with sufficient details of the events, the proposed violations of policy, the identity of the Complainant, and the approximate date and location of the events.
 - 3. Within five (5) business days of receiving notice of a complaint, the Respondent shall submit a written answer to the Investigator.
 - a. The answer shall include:
 - i. an admission or denial of each allegation in the complaint;
 - ii. a statement as to the extent to which the complaint has merit; and
 - iii. any other information the Respondent deems relevant.
 - b. If the Respondent admits all or part of the allegations in the complaint, appropriate disciplinary action will be coordinated by the Investigator and the appropriate district administrator, the executive director of HRS, and/or the director of student services.
 - i. At a minimum, a written reprimand shall be issued to the Respondent and a copy placed in the Respondent's file for employment matters.
 - 4. The investigation in a formal process may also include interviews with any other individuals believed to have pertinent information.
 - 5. The investigation in a formal process will be impartial. Both the Complainant and Respondent shall have the opportunity to present witnesses and evidence.
 - 6. The Investigator will interview the Respondent regarding the complaint, his/her answer, witness statements, and other gathered information. Under no circumstances will the alleged perpetrator be permitted to question the Complainant directly.
 - 7. All witnesses will have the opportunity to review, edit, and acknowledge by signature the accuracy of their own written statements or accountings of their interviews.
 - 8. The Investigator should attempt to keep the parties, the principal, and the district Compliance Officer informed of the progress of the investigation. When appropriate, the Investigator should also attempt to keep parents informed about the progress of the investigation, as well as the results of the investigation.
 - 9. Within twenty (20) business days of receipt of the complaint, unless a longer period of time is deemed necessary, the Investigator shall complete his/her investigation.

10. The Investigator shall provide the Complainant and the Respondent (and parents when appropriate) with a draft of the findings. Both parties shall have five (5) calendar days after receipt of the draft to submit written comments and any additional documents. The Investigator may reinvestigate if either party raises new issues or allegations.
 11. At the conclusion of the further investigation, if any, or at the conclusion of the 5-day period described above, the Investigator shall issue the results of the investigation to the Complainant and Respondent, and coordinate an appropriate response with the appropriate district administrator as outlined below.
 - a. In incidents involving student violations against another student, the complaint, along with the investigative report, shall be forwarded to the director of student services. The Investigator should also log the relevant information into Educators Handbook and use appropriate designations.
 - b. In all other circumstances, the complaint, along with the investigative report, shall be forwarded to the executive director of HRS.
 - c. The final investigative report shall also be forwarded to appropriate district administrators.
 12. Within five (5) business days of receiving the final investigative report from an Investigator, the appropriate district administrator will review the documentation and meet with the Investigator to determine and initiate any appropriate action based on the investigative results.
- C. Final Investigative Report:
1. Within fifteen (15) business days of the conclusion of the investigation, unless a longer period of time is deemed necessary, and if an allegation is found to be substantiated in whole or in part, the appropriate district administrator, in consultation with HRS, will determine and implement corrective discipline and remedial steps necessary to eliminate the effects of the discrimination, harassment, or retaliation.
 2. If the investigation results in a CAUSE finding based on a violation of one or more board policies, disciplinary action must result in formal disciplinary action (see, P-4: Administrative Procedures, Discipline of District Employees).
 3. The appropriate district administrator will then inform the Complainant:
 - a. whether or not appropriate action will be or has been taken; and
 - b. that s/he should immediately report any further objectionable behavior or retaliatory actions.

VIII. Appeal of Investigative Report

- A. Complainants and Respondents (hereafter collectively referred to as "Appellants") who are not satisfied with the outcome of the first level investigation may file a request for an appeal with the Compliance Officer. The appeal must be made within ten (10) business days of the receipt of the final investigative report.
 1. The Compliance Officer will review the first level investigations completed by principals; and
 2. the appropriate executive director will review the first level investigations completed by the Compliance Officer.
 - a. The Compliance Officer, in consultation with HRS, will identify the appropriate executive director who will be serving as the second level reviewer, and will forward to that individual the applicable investigative file for review.
 - i. The Appellant will be notified of the identity of the second level reviewer.
- B. Requests for an appeal shall be in writing and must contain:
 1. evidence of bias or ill will on the part of the Investigator;
 2. new evidence or documentation that was not available during the course of the initial investigation; or
 3. evidence that the Investigator failed to do a thorough investigation.
- C. Appeal requests that fail to provide the evidence listed in Section VIII.B.1-3. above will be dismissed as without merit.
- D. Appeal requests must also include the following:
 1. Appellant's name, home address, telephone number, and school or work location;
 2. a brief description of the alleged discrimination, harassment, or civil rights violation including the date, place, and time; and
 3. a brief description of the actions/efforts that have already occurred to address the issue.
- E. The Appellant may also include a statement of requested relief or corrective action.
- F. Alternate methods of filing a request will be made available to individuals with disabilities unable to file written requests.
- G. Within ten (10) business days after receipt of the request, the second level reviewer, or his/her designee, will meet with the Appellant to discuss the request and possible resolutions.
- H. The second level reviewer will review the appropriateness of any first level investigation, response, final investigative report, and corrective action taken, if any.

- I. The second level reviewer may take any additional steps s/he deems necessary in order to resolve the request such as re-interviewing the parties or any witnesses, requesting additional information, or interviewing other pertinent individuals.
- J. Within fifteen (15) business days after the initial meeting, the second level reviewer will respond in writing; explaining the district's position and offering options for substantive resolution of the request.

IX. Responsibility for Dissemination of Policy

- A. Principals and supervisors will take appropriate actions to reinforce these procedures and the accompanying board policy by:
 1. providing annual employee in-service, with documentation and employee signatures;
 2. including a summary of this policy in employee handbooks;
 3. ensuring that by October 1 of each year every student receives an age-appropriate explanation of the policy and is given the opportunity to discuss the policy in a classroom setting; and
 4. notifying parents and guardians of this policy by October 1 of each year either by including it in the student handbook or by sending a notice to student homes.
- B. A summary of these procedures and related materials shall be posted in a prominent place in each district facility.

X. Records

- A. Records of discrimination or harassment complaints shall be maintained by the Compliance Officer, or his/her designee. The records will be kept in a separate and confidential file as required by the Governmental Records and Access Management Act.
- B. The release of information regarding the specific disciplinary action imposed on a student or employee must meet the requirements of the applicable state and federal laws.
- C. Information gathered, developed, and documented in the investigation will be regarded as a protected record.
- D. If the Complainant is an employee, no record of the complaint shall be kept in the Complainant's personnel file.
- E. If there appears to be no foundation to the allegation(s), no record will be placed in the Respondent's personnel file.
- F. Records of initial complaints and investigations shall be retained for at least one year.
- G. Records of district level investigations shall be retained for at least three years.

XI. District Compliance Office

- A. All questions related to discrimination, harassment, and retaliation should be directed to the Compliance Officer.
- B. The Compliance Officer serves as a resource to the district to provide information, counseling, training, and advice regarding discrimination, harassment, and retaliation. Individuals are encouraged to discuss their concerns or complaint with the district's Compliance Officer in order to clarify whether discrimination may be occurring and to determine his/her options, including the pursuit of more formal action.
- C. The Compliance Officer can also provide information relating to any external remedies which may be available to the Complainant.

XII. Outside Reporting Procedures

- A. Nothing in this policy shall prohibit an individual from filing a discrimination or harassment claim with the Utah Anti-Discrimination and Labor Division (UALD), 160 East 300 South, 3rd Floor, P.O. Box 146600, Salt Lake City, UT 84114-6600. An employee has a maximum of one-hundred and eighty (180) calendar days from the alleged date of discrimination to file a claim with the UALD.
- B. If concerns cannot be resolved at the school or district level, discrimination complaints may be filed with the Office for Civil Rights, Region VIII, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, Colorado, 80204-3582.

XIII. Training

- A. All new employees shall receive information about these procedures and the related policy at new employee orientation. All other employees shall be provided information on a regular basis regarding these procedures, and the district's commitment to providing a learning and working environment free from discrimination, harassment, and retaliation.
- B. Principals in each school are responsible for informing students and training staff on these procedures.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

Appendix E

Board Policy G-20: Bullying, Cyber-bullying Hazing, and Abusive Conduct Prohibited
G-20: Administrative Procedures, Bullying, Cyber-bullying Hazing, and Abusive Conduct Prohibited

Board Policy G-20: Bullying, Cyber-bullying, Hazing, and Abusive Conduct Prohibited



REFERENCES

[Administrative Procedures for Board Policy G-20](#)
[Utah Code Ann. §53E-4-302, Duties of State Board of Education](#)
[Utah Code Ann. §53G-8-202 et seq., School Discipline and Conduct Plans](#)
[Utah Code Ann. §53G-9-601, Bullying and Hazing, Definitions](#)
[Utah Code Ann. §53G-9-602 et seq., Bullying, Cyber-Bullying, Harassment, Hazing, Sexual Battery, and Sexual Exposure Prohibited](#)
[Utah Admin. Code R277-515, Utah Educator Standards](#)
[Utah Admin. Code R277-609, Standards for LEA Discipline Plans](#)
[Utah Admin. Code R277-613, LEA Bullying, Cyber-Bullying, Hazing, and Harassment Policies and Training](#)

THE POLICY

The Salt Lake City School District Board of Education is committed to providing a safe learning and working environment to all district students and employees that is free from bullying, cyber-bullying, hazing, and abusive conduct. Such actions are illegal and abusive, and can negatively affect not only the school/work environment, but also a student's or an employee's health and well-being.

The district has the authority to discipline employees and students for both on-site and off-site violations of this policy and its accompanying administrative procedures. Any violation by a student will result in appropriate discipline up to, and including, suspension and expulsion. Any such student may also lose his/her ability to participate in extracurricular activities and/or be placed on probation. Any violation by an employee will result in discipline up to and including termination. Any violation by a parent or guardian may result in that individual being prohibited from campus, and restricted from attending school related or school sponsored events. In addition, conduct that rises to the level of suspected criminal activity will be referred to law enforcement.

The purpose of this policy is to prevent and eliminate bullying, hazing, and abusive conduct within the district.

The district will set forth its specific processes for implementing this board policy through the accompanying [administrative procedures](#).

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

G-20: Administrative Procedures

Bullying, Cyber-bullying, Hazing, and Abusive Conduct Prohibited



REFERENCES

[Board Policy G-20](#)

[Record of Parent Notification of Student Threat or Incident](#)

[Utah Code Ann. §53G-9-602 et seq., Bullying, hazing, and cyber-bullying prohibited](#)

DEFINITIONS

Abusive Conduct: 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: An employee or student intentionally committing a written, verbal, or physical act against an employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:

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

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

Civil Rights Violation: For purposes of this policy only, a civil rights violation means bullying, cyber-bullying, hazing, or abusive conduct that is targeted at an individual based upon the individual's identification as part of any group protected from discrimination under the following federal laws: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

Communication: For the purposes of this policy only, communication means the conveyance of a message, whether verbal, written, or electronic.

Cyber-bullying: Using the internet, a cell phone, or another device to send or post text, video, or 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.

Employee: A district employee except where specifically indicated.

Federally Protected Class: Individuals protected from discrimination under the following federal laws: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. Federal law currently prohibits discrimination on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, and/or veteran status.

Hazing: A school employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act towards a school employee or student that:

- A. endangers the mental or physical health or safety of a student or employee;
 - 1. 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;
 - 2. involves consumption of any food, alcoholic product, drug, or other substance;
 - 3. involves other physical activity that endangers the mental or physical health and safety of a student or employee;
 - 4. 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

- B. 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
- C. 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.

All 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.

Parent: For the purposes of these procedures, parent means a custodial parent or legal guardian of a student.

Restorative Justice Practice: A discipline practice that brings together students, school personnel, families, and community members to resolve conflicts, address disruptive behaviors, promote positive relationships, and healing.

Retaliation: An act or communication intended:

- A. as retribution against a person for reporting bullying, cyber-bullying, hazing, or abusive conduct; or
- B. to improperly influence the investigation of, or the response to, a report of bullying, cyber-bullying, hazing, or abusive conduct.

School Employee: An individual working in the individual's official capacity as:

- A. a school teacher;
- B. a school staff member;
- C. a school administrator; or
- D. an individual:
 - 1. who is employed, directly or indirectly, by a school, school board, or school district; and
 - 2. who works on a school campus.

Trauma-Informed Care: A strengths-based service delivery approach that is grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both the alleged victim and the individual who is alleged to have engaged in prohibited conduct, and that creates opportunities for victims to rebuild a sense of control and empowerment.

PROCEDURES FOR IMPLEMENTATION

I. Prohibited Conduct Directed Toward a Student or Employee

- A. No student or employee may bully, cyber-bully, or haze a student or employee:
 - 1. on district/school property;
 - 2. at a district/school related or sponsored event;
 - 3. on a school bus;
 - 4. at a school bus stop; or
 - 5. while the student or employee is traveling to or from a location or event described above in Subsections I.A.1-4.
- B. No student or employee may haze or cyber-bully a student or employee at any time or in any location.
- C. No student or employee may retaliate against:
 - 1. a student;
 - 2. an employee; or
 - 3. an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, or abusive conduct.
- D. No student or employee may make a false report of bullying, cyber-bullying, hazing, or abusive conduct against a student or employee.
- E. Any bullying, cyber-bullying, or hazing that is found to be targeted at an individual who is a member of a federally protected class is in violation of federal anti-discrimination laws.

II. Prohibited Conduct Directed Toward an Employee

- A. No student or parent may abuse an employee:
 - 1. on district/school property;
 - 2. at a district/school related or sponsored event;
 - 3. on a school bus;
 - 4. at a school bus stop; or
 - 5. while the student or parent is traveling to or from a location or event described above in Subsections II.A.1-4.
- B. No student or parent may abuse an employee at any time or in any location.
- C. No student or parent may retaliate against:
 - 1. an employee; or
 - 2. an investigator for, or witness of, an alleged incident of abusive conduct or retaliation.

- D. No employee may make a false allegation of abusive conduct or retaliation against a student or parent, and may be disciplined for making a false report.
- E. Any abusive conduct that is found to be targeted at an individual who is a member of a federally protected class is in violation of federal anti-discrimination laws.

III. Reporting Violations

- A. Students and employees who observe bullying, cyber-bullying, hazing, abusive conduct, or retaliation must report such behavior.
 - 1. Students shall report any violations at the school level.
 - 2. School employees shall report any violations to either a school administrator or to the district's human resource services department.
 - 3. Non-school personnel shall report any violations to the district's human resource services department.
- B. Each school shall establish and post:
 - 1. procedures allowing for anonymous or in-person reporting of bullying, cyber-bullying, hazing, retaliation, or abusive conduct; and
 - 2. the names and positions of at least two school employees to receive reports.
- C. Each reported complaint should include:
 - 1. name of the complaining party, unless anonymous;
 - 2. name of the offender if known;
 - 3. date and location of incident(s); and
 - 4. a statement describing the incident(s), including the names of any witnesses.
- D. All information received in the complaint, including the names of the complainants, shall be treated with the utmost confidence to the extent possible. Administrators shall notify the complainant before revealing his/her name.
- E. Students and employees who have reported violations of these procedures are protected from ridicule, bullying, cyber-bullying, hazing, abusive conduct, or retaliation that may come as a result of their report. Moreover, a report which is made in good faith shall not affect the reporter's grades, learning or work environment, future employment, or work assignment.

IV. Mandatory Response

- A. The school administrator or district administrator shall promptly investigate, and respond to any report of bullying, hazing, abusive conduct or retaliation by using the steps outlined in the First Level Investigation and Response in the Administrative Procedures for Board Policy G-19: Discrimination, Harassment, and Retaliation Prohibited.
- B. Administrators shall investigate all anonymous reports, but may not take formal disciplinary action based solely on an anonymous report.
- C. Any allegation that has criminal implications shall be promptly reported to law enforcement.
- D. The investigation shall provide both notice to the accused of the allegations against them and an opportunity to respond.
- E. The accused shall be provided with all appropriate due process prior to any discipline being imposed.
- F. Appropriate action shall be taken to stop and prevent the recurrence of the conduct, eliminate any hostile environment, and protect the victim and other involved individuals from retaliation.
 - 1. If the incident involves a student, this action will include the participation of the parents of the accused student(s).
 - 2. School administrators shall also provide assistance to student victims and their parents in reporting subsequent problems and new incidents.
 - a. Any further incidents of bullying will become part of the review.
- G. School administrators may take disciplinary action against a student who initiates off-campus speech or behavior that constitutes bullying, cyber-bullying, hazing, abusive conduct, or retaliation if the incident creates a substantial disruption to the school environment.
- H. If it is determined that the bullying, cyber-bullying, hazing, or abusive conduct occurred as a result of the victim's membership in a protected class, the appropriate action listed above must be taken regardless of whether the victim makes a complaint, asks the school or district to take action, or identifies the conduct as a form of discrimination. Any possible violation of a student's or employee's civil rights must be reported to Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, 801.578.8388, or the Office for Civil Rights, Denver, CO, 303.844.5695.
- I. Verified violations of this policy and/or these procedures shall result in discipline. Any retaliatory action by a student or employee will be cause for discipline. Making a false report is also a violation for which a student or employee may be disciplined.
 - 1. For students such discipline may include:

- a. suspension or removal from school;
 - b. suspension or removal from a school-sponsored team or activity;
 - c. suspension of school sponsored transportation;
 - d. lesser disciplinary action; and/or
 - e. other appropriate interventions.
2. For employees such discipline must include formal disciplinary action (see, Administrative Procedures for Board Policy P-4: Discipline of District Employees). Formal disciplinary actions include, but are not limited to:
 - a. written reprimand;
 - b. suspension with or without pay;
 - c. probation;
 - d. demotion; and
 - e. dismissal.
3. For parents, adverse actions include, but are not limited to:
 - a. removal from the school;
 - b. restricted access to campus;
 - c. restricted access to school events or school sponsored activities; and
 - d. restricted/directed communication with district employees and activities.
- J. If an investigation confirms that an incident of bullying, cyber-bullying, harassment, or retaliation has occurred, the supervisor may, if appropriate, take positive restorative justice practice action and support involved students through trauma-informed practices. Such actions must be in conjunction with other appropriate disciplinary actions.
 1. A victim is not required to participate in a restorative justice practice.
 2. If the school or district would like a student victim to participate in a restorative justice practice, the school must notify the victim's parent of the proposed restorative justice practice and obtain consent from the victim's parent before including the victim in the process.
- K. The school will notify parents if their student threatens to commit suicide, or if the student is involved in an incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation. The school will ensure that parents are communicated with regularly during the course of an investigation and notified about the result of the investigation. Schools shall then work with students and their parents to ensure that the students involved can appropriately and safely continue with their education.
 1. The school will produce and maintain a record that verifies that the parent was notified of the incident or threat. See, Record of Parent Notification of Student Threat or Incident.
 2. This record shall not be kept in any student's cumulative file.
 3. The school will maintain this record in accordance with state and federal privacy laws.
 4. The Family Educational Rights and Privacy Act does not permit sharing information regarding any discipline a school may have imposed on a student perpetrator with the victim or victim's parents.
 5. The school shall provide a student a copy of this record that relates to the student if the student requests a copy of the record.
 6. The school shall expunge this record if the student to whom the record relates has graduated from high school and requests the record be expunged.

V. Training

- A. All students will receive annual training from a qualified professional regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation. This training will address:
 1. overt aggression that may include physical fighting, verbal threatening behavior, or both physical and verbal aggression, or threatening behavior;
 2. relational aggression or indirect, covert, or social aggression, such as rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;
 3. bullying, cyber-bullying, or hazing of a sexual nature or with sexual overtones;
 4. cyber-bullying, including use of email, web pages, text messaging, instant messaging, social media, three-way calling or messaging, or any other electronic means for aggression inside or outside of school;
 5. bullying, cyber-bullying, hazing and retaliation based upon the students' or employees' identification as part of any federally protected class; and
 6. bullying, cyber-bullying, hazing, and retaliation based upon students' or employees' actual or perceived characteristics, including race, color, national origin, sex, disability, religion, gender identity, sexual orientation, other physical or mental attributes, or conformance or failure to conform to stereotypes.

- B. Training on bullying, cyber-bullying, and harassment should complement the suicide prevention program required for students and licensed educators, and include information on when issues relating to this rule may lead to student or employee discipline.
- C. The training described above shall be offered to:
 - 1. new school employees, coaches, and volunteers; and
 - 2. all employees, coaches, and volunteers at least once every three years.
- D. Annually, all students who are at least eight years old, parents, and school employees shall sign that they have received a copy of Board Policy G-20.
- E. A copy of Board Policy G-20 shall be included in all student handbooks and provided to students and parents during registration.
- F. A copy of Board Policy G-20 shall be included in all employee handbooks.
- G. Any coach, whether a student, employee, or volunteer, participating in a school-sponsored athletic program, either curricular or extracurricular, or an extracurricular club or activity must:
 - 1. participate in bullying and hazing prevention training prior to his or her initial participation;
 - 2. repeat prevention training at least every three years; and
 - 3. annually review the prohibited activities listed in these administrative procedures, specifically Section I, and the potential consequences for any violation.
- H. Training curriculum outlines, training schedules, and participant lists or signatures shall be maintained by each school for provision to the Utah State Board of Education upon request.
- I. At least once every other year, each school will also conduct a student assessment of the prevalence of bullying in the school, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.
 - 1. All student assessments must be conducted in accordance Utah Code Ann. §53E-9-203, which prohibits giving students certain assessments without first obtaining written parental consent (formerly these prohibitions were contained within the Utah Family Educational Rights and Privacy Act).

Appendix F

Board Policy I-10: Educational Equity and Advocacy

I-10: Administrative Procedures, Educational Equity and Advocacy

Board Policy I-10: Educational Equity and Advocacy



REFERENCES

[Administrative Procedures for Board Policy I-10](#)

[Title VI of the Civil Rights Act of 1964, as amended 20 U.S.C. §2000d et seq.](#)

[20 U.S.C. §6301 et seq., Every Student Succeeds Act](#)

THE POLICY

The Salt Lake City School District Board of Education provides educational equity for all students and advocates for the success of every student. The board recognizes that there are student groups that have not reached their potential, and therefore closing achievement gaps while raising performance for all students is a top priority for the board. The district is committed to offering services necessary to prepare students to become college and career ready.

The purpose of this policy is to support and prioritize educational equity through board policies, the student achievement plan, and district administrative procedures, programs, and services.

In pursuing educational equity, the district recognizes and seeks to teach the dignity and worth of all human beings, regardless of age, culture, ethnicity, gender, gender identity, mental or physical abilities, national origin, race, religion, socio-economic status, or sexual orientation. This pursuit of equity will be supported by a districtwide commitment to use culturally and linguistically responsive practices and instructional approaches to support all students in achieving at the highest levels.

The district will engage community-based organizations, businesses, cultural organizations, the Utah State Board of Education, and institutions of higher learning to cooperate in developing and promoting educational equity and advocacy.

The district will set forth its specific processes for implementing this board policy through the accompanying [administrative procedures](#).

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Whitney Banks, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

I-10: Administrative Procedures

Educational Equity and Advocacy



REFERENCES

[Board Policy I-10](#)

DEFINITIONS

Advocacy: Creating and providing the academic and social structure that provides the support necessary for raising student achievement and student self-advocacy.

Diverse/Diversity: Includes characteristics of persons including, but not limited to: race, culture, color, creed, religion, national origin, gender, mental and physical ability, age, citizenship status, sexual orientation or affectional preference, gender identity or expression, economic status, veteran's status, and any other protected class in conformance with federal, state, and local laws.

Educational Equity: Based on the principles of fairness and justice in allocating resources, enriching opportunities, and ensuring equitable treatment and success for every student. Educational equity programs promote the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systemic, and focused on the core of the teaching and learning process.

PROCEDURES FOR IMPLEMENTATION

I. Equitable Access

Administrators will provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities, and other educational resources.

- A. Methods that school administrators can utilize include, but are not limited to:
 1. observe classroom instruction to ensure culturally relevant tiered instruction is taking place;
 2. discuss disaggregated data in professional learning communities (PLCs), data meetings, and other appropriate educational venues, e.g. English Language Learner data, and data broken down by ethnic/race categories, students with disabilities, etc.; and
 3. review all school facilities to ensure access for any individual who articulates any gender identity/expression.

II. Pathways to Success

Administrators will create multiple pathways to success in order to meet the needs of all district students regardless of race, culture, color, creed, religion, national origin, gender, mental and physical ability, age, citizenship status, sexual orientation or affectional preference, gender identity or expression, economic status, veteran's status, and any other protected class in accordance with federal, state, and local laws. The district will actively encourage, support, and expect high academic achievement for all students regardless of their demographic groups.

III. Diverse Workforce

Administrators and the human resource services department will actively work to recruit, employ, support, and retain culturally and linguistically diverse and culturally competent administrative, instructional, and support personnel.

- A. The district should perform community outreach to diverse groups, including radio stations and religious organizations, in an effort to recruit a diverse and qualified applicant pool.
- B. Outreach must be communicated in various languages that should be determined by the community being served.
- C. The district shall also actively strive to have its teacher and administrator workforce reflect the diversity of its students and communities.

IV. Professional Development

The district will provide professional development on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from disparities.

- A. The equity department, in collaboration with other departments, will provide trainings to school staff on various topics related to language acquisition, inclusion practices, restorative practices, Multi-Tiered System of Supports (MTSS)/behavior issues, equity issues, and culturally sustaining instructional practices.

V. Overrepresentation/Underrepresentation in Programs

Administrators shall work to correct any school practices that lead to the over-representation of diverse student groups in areas such as special education and discipline, and the underrepresentation of those same groups in programs such as gifted and talented, International Baccalaureate, and advanced placement.

- A. Placement in such programs must always be based on a student's qualifications and eligibility for these programs, and not based on characteristics such as race, or ethnicity, or the student's English language proficiency.
- B. School administrators and teachers should regularly review desegregated data to ensure that students of color are not overrepresented in disciplinary referrals.
 - 1. If the data shows that students of color are overrepresented in disciplinary referrals, an intervention team should be convened to monitor data, identify trends, and implement MTSS strategies, including restorative practices, in order to decrease student referrals, build relationships and improve school climate.
 - a. An intervention team should include administrators, school counselors, a special education teacher, a classroom teacher, and if appropriate, an English Language Development (ELD) or Alternative Language Services (ALS) coordinator, a refugee outreach worker, and a student advocate.

VI. Identity Issues

Administrators will create a climate where all staff and students shall be given the opportunity to understand identity issues, and the impact of each individual's own racial, cultural, and linguistic identity on themselves and others.

- A. Teachers and administrators should create a safe environment, and support students who engage in self-expression regarding such issues as gender identity, socio-economic status, race, culture, ethnicity, and religion.

VII. Inclusion Practices

- A. The district and school administrators will welcome and empower the district's diverse students and families, including underrepresented families (including those whose first language may not be English) as essential partners in their students' educational experiences, shared governance, and appropriate decision-making processes.
- B. Schools should endeavor to include parents of color on their school community councils (SCC) and parent teacher associations (PTA), and encourage their participation in the school as volunteers.
- C. Administrators will also involve other partners who have demonstrated culturally-specific expertise such as government agencies, non-profit organizations, businesses, and community members in order to help achieve educational goals for students.

VIII. Translation/Interpreter Services

- A. A parent/guardian does not have to prove limited English proficiency in speaking, reading, writing and/or comprehending English in order to receive language assistance. A parent/guardian can request language translation/interpretation services at the school office.
- B. Schools must request interpreters for meetings or events when parents whose primary language is not English will be present.
 - 1. Such requests should be submitted to the district's translation department with as much advance notice as possible.
- C. All SCC notifications and agendas should be printed in the school's major languages in order to effectively communicate with parents and encourage their participation.
- D. Information to individual parents regarding their student, for example grades, disciplinary issues, disclosure documents, activities, and classroom events, must be communicated to parents in their home/heritage language.
 - 1. School personnel are encouraged to communicate with individual parents in their home/heritage language if appropriate.
- E. Information regarding generalized school events, upcoming opportunities for placement testing, student performances, and school newsletters should be printed in the school's major languages in order to effectively communicate with parents.
- F. District communications with the community must be translated into the major languages spoken within the district.

IX. Closing Gaps

School administrators shall identify gaps in services for students. Administrators will provide advocacy programs, supports, or other interventions for students with specific outcome goals and progress targets based on student achievement and student behavior data.

- A. Administrators should work with teachers in reviewing data in order to identify gaps (academic, behavioral, disciplinary, opportunity, socio-economic, etc.).
 - 1. If gaps are identified, administrators and teachers should work to identify and obtain resources to help close the gaps.
 - 2. The district and/or Salt Lake Education Foundation may be able to provide assistance and/or various resources which will assist administrators in closing these gaps.

Appendix G

Board Policy I-11: Religion in the Curriculum – Annual Notice

Board Policy I-11: Religion in the Curriculum



REFERENCES

[I-11: Administrative Procedures, Religion in the Curriculum](#)
[Utah Code Ann. §53G-10-202, Maintaining Constitutional Freedom in the Public Schools](#)
[Utah Code Ann. §53G-10-205, Waivers of Participation](#)
[Utah Code Ann. §53G-10-203, Expressions of Belief - Discretionary Time](#)
[Utah Code Ann. §53G-10-304, Instruction on the Flag of the United States of America](#)
[Utah Admin. Code R277-105, Recognizing Constitutional Freedoms in the Schools](#)
[A Teachers Guide to Religion in the Public Schools](#)

THE POLICY

The Salt Lake City School District Board of Education recognizes, protects, and accommodates the rights of religious practice and expression guaranteed by state and federal laws, and by the constitutions of Utah and the United States.

The purpose of this policy is to protect and accommodate the rights of conscience and exercise of religious freedom of district students, parents, and legal guardians as provided for by law. The Constitution of Utah prohibits district employees from encouraging or discouraging religious beliefs or practices, or repressing rights of conscience. Given the unique relationship between students and school personnel, school personnel must be particularly careful to remain neutral in matters relating to religion, while striving to accommodate the religious beliefs and practices, and the freedom of conscience of district students and their parents or legal guardians.

Religion may be presented as part of a secular educational program in district schools. In accordance with state law, parents, legal guardians, or secondary students may request to be excused or refrain from participating in a school activity, or a portion of the curriculum that they feel infringes upon their rights of conscience or religious freedom.

The district will set forth its specific processes for implementing this board policy through the accompanying [administrative procedures](#).

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

Appendix H

Board Policy I-18: Acceptable Student Use of Internet, Computers, and Network Resources
I-18: Administrative Procedures, Acceptable Student Use of Internet, Computers, and Network Resources

Board Policy I-18: Acceptable Student Use of Internet, Computers, and Network Resources



REFERENCES

[I-18: Administrative Procedures, Acceptable Student Use of Internet, Computers, and Network Resources](#)
[Utah Code Ann. §53G-7-1002, Internet and online access policy required](#)
[Utah Code Ann. §53G-7-1003, Process and content standards for policy](#)
[Children's Internet Protection Act \(CIPA\)](#)

THE POLICY

The Salt Lake City School District Board of Education permits students to have Internet access. In accordance with state and federal law, the district utilizes available technology protection measures to restrict students' access to Internet or online sites that contain obscene or inappropriate materials. However, on a global network it is impossible to control all materials and an industrious student may discover inappropriate information. The district requires all students to use the district's network resources in a responsible, ethical, polite, efficient, and legal manner. To that end, teachers will instruct and supervise students on responsible use of Internet resources and proper network etiquette. A Responsible Use Contract must be signed by each student and his or her parent or guardian, annually at registration.

The purpose of this policy is to ensure all students and parents understand the rules and procedures that must be followed in order to gain access to and use the district's network resources. Use of the district's network resources is a privilege and may be revoked at any time for failure to comply with this policy or its administrative procedures.

The district will set forth its specific processes for implementing this board policy through the accompanying [administrative procedures](#).

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

I-18: Administrative Procedures

Acceptable Student Use of Internet, Computers, and Network Resources



REFERENCES

[Board Policy I-18](#)

PROCEDURES FOR IMPLEMENTATION

I. Authority

- A. The district has the right to, and in some instances a legal obligation to place restrictions on students' use of and access to its computer systems, computer networks, district-adapted tools and devices, software applications, email, and the Internet (collectively "electronic resources").
- B. In general, all students are responsible for the responsible, ethical, and legal utilization of the district's electronic resources. When using these resources, students must comply with these administrative procedures as well as Board Policy S-3: Student Conduct and Discipline.

II. Access to District Electronic Resources

- A. Through the registration process, parents and students will attest that they have read and understand these administrative procedures and the accompanying board policy ("Responsible Use Contract").
 1. Parents may terminate their student's access in accordance with Section VI.C.
- B. At a minimum, teachers shall review these administrative procedures and other applicable rules and regulations with students on an annual basis, but teachers are encouraged to discuss appropriate use guidelines with students on a regular basis when they are using the district's electronic resources.
- C. After enrolling in the district, all students will be provided a password in order to access the district's electronic resources.

III. Privileges

- A. The use of the district's electronic resources is a privilege, not a right. Inappropriate use may result in a loss of network privileges, disciplinary action, and/or referral to legal authorities. The system administrators have the authority to close an account at any time.
 1. An administrator or faculty member may request the system administrator deny, revoke, or suspend a specific user's access and/or his/her user accounts.
- B. By accessing the district's network resources, students acknowledge that they have read, understand, and agree to comply with the provisions of board policies I-18 and S-3, and their accompanying administrative procedures.

IV. Acceptable Use

- A. A student's use of the district's electronic resources shall be for educational purposes only, which includes accessing and sharing information with teachers and other students, storing files, conducting research, and collaborating on projects with others.
 1. In some instances, students may be directed by their teachers to use the district's electronic resources in conjunction with their curriculum, an assessment, or a behavior support program.
- B. Students are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:
 1. Be polite.
 2. Do not be abusive in your messages to others.
 3. Use appropriate language.
 4. If told by a person to stop sending messages, the sender must stop.

V. Prohibited Uses

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

- A. Illegal use: any use that violates, or supports the violation of, federal, state, or local laws, board policy, school rules, and/or the student code of conduct (including any form of cyber-bullying); use of copyrighted materials or material protected by trade secrets without appropriate authorization; any use in violation of software license agreements; and any use that constitutes plagiarism.
- B. Vandalism and/or theft: any deliberate attempt to damage the hardware, software, or information resident on the district's network or any other computer system attached through the Internet; violating, or attempting to violate, the integrity of private accounts, files, or programs; deliberately infecting a computer with a virus; hacking computers using any method; interfering with computer or network performance; interfering with another's ability to use equipment and systems; destroying data.

- C. Commercial use: any use for commercial purposes or activities resulting in personal financial gain, including product advertisements and solicitations.
- D. Offensive or harassing behavior: any use of material, whether visual or textual, that may be deemed profane, vulgar, abusive, threatening, obscene, or sexually explicit; distribution of disparaging or harassing statements including those that might incite violence or that are based on race, color, pregnancy, gender identity, genetic information, national origin, sex, sexual orientation, age, disability, or political or religious beliefs; posting of anonymous messages.
- E. Religious or political use: any use for a religious or political purpose, including religious proselytizing and lobbying for student body elections.
- F. Security violations: using an account other than your own; accessing, or attempting to access accounts, sites, servers, files, databases, or other systems for which a student is not authorized (e.g. "hacking" or using "spyware"); spreading computer viruses; degrading or disrupting network equipment, software, or system performance; running applications or files that create a security risk; any other action that threatens the security of the district's electronic resources.
- G. Disseminating or accessing confidential information: transmitting confidential information about other individuals; violating the privacy of others by reading or posting e-mail or other private communications without obtaining the appropriate consent; providing personal addresses, phone numbers, or financial information in any network communication whether that information belongs to the student user or any other individual unless it is related to an appropriate education objective in the curriculum.
- H. Unnecessary uses: downloading or streaming audio or video files, or any other files that are not directly related to course curriculum; playing non-educational Internet games; accessing or using services on the Internet that impose a fee on the student.
- I. Tampering: any attempt to bypass state, district, or school security; attempting to disable or bypass the district's Internet blocking/filtering software without authorization; adding, modifying, repairing, removing, reconfiguring, or tampering with any device on the district's network infrastructure.

VI. Discipline and Termination of Accounts

- A. Authorized district employees will be responsible to determine what constitutes a violation of these procedures or the corresponding board policy. Authorized district employees have the right to intercept or read a student's email, review any material, edit or remove any material which they believe may be unlawful, obscene, defamatory, abusive, or otherwise objectionable.
- B. If the district intends to impose any discipline, other than revoking privileges for the remainder of the school year, the user will be afforded appropriate due process.
- C. An account will be terminated when:
 - 1. the student's parent and/or guardian makes a request in writing to the principal that the account be terminated;
 - 2. any authorized district employee determines the account should be terminated; or
 - 3. a student leaves the district.

VII. Privacy Information

Nothing is private on the network. A student has no expectation of privacy as to his/her communications on or uses of the Internet. Frequently internet sites maintain records that can be subpoenaed to identify what the user has been viewing and downloading on the Internet. The district reserves the right to monitor whatever a user does on the network.

VIII. Security

- A. Security is a high priority on computer networks.
- B. If a security problem is identified, the user must notify the system administrator immediately. Students should not demonstrate the problem to other users.
 - 1. Users may not use the Internet to discuss or disseminate information regarding security problems or how to gain unauthorized access to sites, servers, files, etc.
 - 2. Do not share passwords with other users, and change passwords frequently.
 - 3. Do not leave a electronic workstation without logging out of the network.
- C. Students must report any of the following to a teacher or administrator:
 - 1. if a student receives or obtains information to which s/he is not entitled;
 - 2. if a student knows of any inappropriate use of the network by others; or
 - 3. if a student believe the filtering software is not filtering a site or sites that should be filtered under this agreement.

IX. Disclaimer

The district makes no warranties of any kind, whether expressed or implied, for the services it is providing. Electronic resources are provided on an "as is, as available" basis. The district will not be responsible for any damages a student may suffer while using its electronic resources. These damages may include but are not limited to: loss of data resulting from delays, non-deliveries, or service interruptions caused by the system or by an individual's negligence, error or omission. The district makes no promise or warranty to maintain or update its network, or the information contained therein. The district may suspend or discontinue these services at any time. Use of any information obtained via the information system is at the student's own risk. The district specifically denies any responsibility for the accuracy or appropriateness of information obtained through electronic resources.

X. Filtering/Blocking Software

In accordance with state law and the Children's Internet Protection Act, the district utilizes and consistently configures filtering/blocking software to block access to sites and materials that are inappropriate, offensive, obscene, contain pornography, or are otherwise harmful to students. The district will utilize its best efforts to block access to such sites and materials, but cannot guarantee the complete effectiveness of its filtering/blocking software.

Appendix I

Board Policy S-2: Student Records, Privacy Rights, and Release of Information

S-2: Administrative Procedures, Student Records, Privacy Rights, and Release of Information

S-2: Annual Notice, Student Records, Privacy Rights, and Release of Information

Board Policy S-2: Student Records, Privacy Rights, and Release of Information



REFERENCES

[Administrative Procedures for Board Policy S-2](#)
[Utah Code Ann. §53A-13-301 et seq., Utah Family Educational Rights and Privacy Act](#)
[20 U.S.C §1232\(g\), Family Educational Rights and Privacy Act, 34 CFR Part 99](#)
[20 U.S.C §1232\(h\), Protection of Pupil Rights Amendment, 34 CFR Part 98](#)
[Annual Notice](#)
[Media Release Form Opt Out](#)
[Military and College Recruiting Opt Out](#)

THE POLICY

The Salt Lake City School District Board of Education complies with all state and federal laws pertaining to protecting the privacy of student records, students, and their parents and families. In general, district employees are not to disclose personal information about students or their school performance unless the individual or agency requesting such information has both a legal right and a legitimate educational need to obtain the information.

The purpose of this policy is to assure that students and their parents or guardians are notified of and afforded their rights under the law, including:

- A. the right to examine and request the amendment of education records;
- B. the right to limit access to student records and/or personal information;
- C. the right to be notified of, examine, and either consent to or opt out of, participating in surveys or educational activities that relate to specific protected areas; and
- D. the right to deny the release of names, addresses, and telephone numbers of high school students to military or college recruiters.

The district will set forth its specific process for implementing this board policy through the accompanying [administrative procedures](#).

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Whitney Banks, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

S-2: Administrative Procedures

Student Records, Privacy Rights, and Release of Information



REFERENCES

[Board Policy S-2](#)
[Utah Code Ann. §53A-1-1401 et seq., Student Data Protection Act](#)
[Student Data Disclosure Statement](#)
[Data Governance Plan](#)
[IT Security Plan](#)
[Metadata Dictionary](#)
[S-2: Optional Directory Information Opt-Out Form](#)

DEFINITIONS

Parent: The parent or legal guardian of a student.

Eligible Student: Any student over the age of 18, or who is married, legally emancipated, or enrolled in post-secondary education programs.

PROCEDURES FOR IMPLEMENTATION

I. General Procedures

- A. All documents in the student cumulative/permanent record file, which include directory information, ethnic origin, schools and years attended, subjects completed, grades and credits earned, competency evaluations, certain health records, and other documents related to the education program, are private records with the exception of certain directory information.
- B. Student records shall be accessible to:
 1. Authorized school personnel having responsibility for the student's educational program, and to individuals conducting federal, state, or district audits of educational programs.
 2. Parents.
 - a. In the event that parents are divorced or separated, both parents shall be entitled to access their child's student records unless prohibited by court order.
 3. Eligible students.
- C. Except in accordance with state and federal law, access to student records shall not be given to individuals other than those listed in Section (B) above.
- D. Certain student information designated as "directory information" may be made public without prior written consent. However, there is no legal requirement that a school or the district release directory information about a student. The district has designated the following student information as directory information:
 1. student's name, address, and telephone listing;
 2. participation in officially recognized activities and sports;
 3. weight and height of members of athletic teams;
 4. dates of enrollment at a school;
 5. degrees and awards received;
 6. the most recent or previous educational agency or institution attended by the student;
 7. current grade in school and teacher(s); and
 8. yearbook photos.
- E. Parents or students who do not want this information to be made public will be given an opportunity each year to notify the school that such information is not to be made public through the Annual Notice.
- F. A copy of the Annual Notice, which includes information on access rights, must be included in student registration packets and all student handbooks, posted on the district's website, and otherwise widely distributed and made available to parents.
- G. District staff, the media, or other organizations, with the approval of the school principal, may take photographs of students, make audio or videotape recordings of students, or interview students for school related stories. These recordings or images may appear in district publications, the district/school website, on district approved social networking accounts, or in the news media.
 1. This information and these images are generally not considered harmful or an invasion of privacy if released. However, parents or eligible students may opt out of having such information released.

2. Parents or eligible students should complete and submit the district's S-2: Media Release Form to the principal if they wish to opt out of giving media consent.
- H. The district's Student Information Military and College Recruiting Opt-Out Form must also be included in high school registration packets, published in high school handbooks, posted on the district's website, and otherwise widely distributed and made available to parents.

II. Student Personally Identifiable Information

- A. Access to student personally identifiable information (PII) is limited to those individuals who have undergone district training, and require the information to perform their specific job functions.
- B. The district maintains a metadata dictionary which lists the student data collected and shared externally by the district. The metadata dictionary is available for review at: <https://datagateway.schools.utah.gov/DataDictionary/Home>.
- C. The district's processes for protecting student data are outlined in the district's data governance and IT security plans. These plans are available for review at: <http://www.slcschools.org/departments/information-systems-and-technology/student-data-privacy>.
- D. Student data may not be shared with third party vendors unless prior approval has been granted by the district's chief information officer and executive director of policy and legal services.

III. Requests to Review Student Records

- A. Parents of students currently enrolled or eligible students may submit a written request to the school principal or designee to review or obtain copies of their student's record.
- B. Before allowing a person access to student records, school personnel must verify the identity of the person making the request.
- C. Directory information should not routinely be released to the public or media. School employees should contact student services or student information systems if they have questions about requests they may receive.
- D. Access to school records under the Family Educational Rights and Privacy Act (FERPA) pertains only to official educational records, such as grades, attendance, and other information found in the cumulative file. It does not extend to classroom records held by an individual teacher, principal, counselor, or other staff.
- E. Schools are not required to prepare special reports or to recreate lost or destroyed records to satisfy a request for student records.
- F. Copies of records must be provided to parents and eligible students at a reasonable cost. Inability to pay reproduction costs may not prohibit access to the record itself.
- G. Requests for access to records should be granted in a timely manner; however, schools have up to 45 days to reply to a request.
- H. Except for those individuals listed in Section (I)(1)-(3) below, schools must maintain a record of each request for access to, and each disclosure they make from, an education record.
 1. The record of access must include the names of parties who have requested or received information from the records, and the stated reason for the request.
 2. A copy of the signed parent consent to release a record must be kept in the student's cumulative file.
- I. Schools are not required to keep a log or other record of access if the request is from, or the disclosure made to, any of the following:
 1. the parent or eligible student;
 2. a properly designated school official for a legitimate educational purpose; or
 3. a party seeking directory information.
- J. District employees who receive a request for student records from any law enforcement agent shall immediately contact the district's Executive Director of Policy and Legal Services. See, S-7: Administrative Procedures, Law Enforcement Access to Students and Student Records.

IV. Denial of Release of Student Information

- A. When a school receives either a parent's or eligible student's written authorization to deny the release of their student's directory information, or a signed Media Release Form or Military and College Recruiting Opt-Out Form, the school will document that authorization in the student information system in a timely manner and in such a way that any employee may readily determine whether to deny disclosure of the student's directory information.
- B. When a parent or eligible student chooses the option of denying the release of their student's directory information, they are opting out of the release of all directory information. Parents may not select items or circumstances under which some information may or may not be released.
- C. Once an eligible student or parent has made a request to deny the release of the student's directory information, the request will be effective in successive school years, unless changed in writing by the eligible student or parent.
- D. Schools must monitor each request to deny the release of a student's information to ensure that the request is honored.

- E. At the senior high school level, all requests for student names, addresses, and telephone listings received from military recruiters or institutions of higher education will be referred to the district's director of information systems and technology for a response.
- F. Before releasing a student's directory information, the director of information systems and technology or school principal will verify, to the best of his or her ability, whether any documentation restricting the release of such information exists.
- G. Before releasing any student information to or on any media, the district's communication officer or the applicable school employee will verify, to the best of his or her ability, whether any documentation restricting the release of such information exists.

V. Requests to Amend Student Records

- A. If a parent or eligible student believes their student's record contains information that is inaccurate, misleading, or in violation of the student's right of privacy, he or she may request that the record be amended or corrected.
- B. Parents should submit a written request to the principal seeking a review of their student's record. Parents should cite information they believe to be inaccurate, misleading, or a violation of their child's privacy rights and provide any documentation that supports their belief.
- C. The principal will review the record, gather more information, and may conference with the parents to clarify their concerns.
- D. The principal will render a decision within 20 school days of the receipt of the request.
- E. If a parent wishes to appeal the principal's decision, he or she may send a written request for a hearing to the director of student services within ten school days of the principal's decision.
- F. The director of student services will refer the appeal to a district hearing officer, who will conduct a hearing within 20 school days.
- G. Parents will have the opportunity to present evidence supporting their request that the record be changed.
- H. Parents may be assisted or represented by one or more individuals, including their attorney; however, parents must give advanced notice if they intend to bring legal counsel, so that the district also has the opportunity to have legal representation present at the hearing.
- I. The hearing officer will render a written decision within 20 school days. The decision will include a summary of the evidence and the basis for the decision.
- J. If the decision is made to amend or correct the student's record, the amendment will be made and the parent will be informed of the amendment in writing.
- K. If the hearing officer determines that the record will not be changed, the parent may place a statement in the student's record commenting on the contested information and/or an explanation of why he or she disagrees with the hearing officer's decision.

VI. Requests for Records by Subpoena or in an Emergency

- A. Before releasing student information pursuant to a subpoena, the school should notify the parent that their child's records have been subpoenaed so that the parent has the opportunity to seek legal counsel, and seek to quash the subpoena.
- B. School officials may disclose student information to appropriate parties in an emergency situation if the sharing of the information is necessary to protect the health or safety of an individual.

VII. Prior Written Notification and Consent Required for Student Participation in Certain Activities

- A. Prior written consent from parents or guardians must be obtained before students are asked to complete written assignments, answer questions, complete questionnaires, or take psychological or psychiatric examinations, tests, or treatments which reveal any of the following information about the student or the student's family, whether such information is personally identifiable or not:
 - 1. political affiliations or, except as provided for in state law, political philosophies;
 - 2. mental or psychological problems;
 - 3. sexual behavior, orientation, or attitudes;
 - 4. illegal, anti-social, self-incriminating, or demeaning behavior;
 - 5. critical appraisal of individuals with whom the student or family member has close family relationships;
 - 6. religious affiliations or beliefs;
 - 7. legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; or
 - 8. income, except as required by law.
- B. Prior written consent under Section (A) above is required in all grades, kindergarten through grade twelve. The prohibitions included in Section (A) also apply within the curriculum and other school activities unless appropriate prior written consent has been obtained.
- C. In order for the prior written consent to be valid, parents or guardians must be given notification at least two weeks before any information outlined in Section (A) is solicited.

- D. This notice must include information that a copy of the educational or student survey questions to be asked is available at the school for the parents to review.
- E. This notice must provide parents a reasonable opportunity to obtain written information concerning:
 - 1. records or information, including information about relationships, that may be examined or requested;
 - 2. the means by which the records or information shall be examined or reviewed;
 - 3. the means by which the information is to be obtained;
 - 4. the purposes for which the records or information are needed;
 - 5. the entities or persons, regardless of affiliation, who will have access to the personally identifiable information; and
 - 6. a method by which a parent can grant permission to access or examine the personally identifiable information.
- F. School staff will provide appropriate consent forms to parents and will monitor student participation as per written parental consent.
- G. Unless otherwise agreed to by the parent and the person requesting written consent, the authorization is valid only for the activity for which it was granted.
- H. Following disclosure, parents may waive the two week minimum notification period.
- I. The two week prior written notification requirement is not applicable in a situation which a school employee reasonably believes to be an emergency, in relation to child abuse or neglect reports, or by order of the court.
- J. This policy does not limit the ability of a student to spontaneously express sentiments or opinions otherwise protected from disclosure.
- K. If a school employee or agent believes that a situation exists which presents a serious threat to the well-being of a student, that employee or agent shall notify the student's parent without delay. If, however, the matter has been reported to the Division of Child and Family Services (DCFS), it is the responsibility of DCFS to notify the student's parent. (See, Board Policy S-8, Child Abuse.)
- L. These procedures outlining the need for prior written notification and consent in certain circumstances, are necessary in order for the district to comply with the Utah Family Educational Rights and Privacy Act (UFERPA) and the Protection of Pupil Rights Amendment (PPRA). (See, UFERPA at Utah Code Ann. §53A-13-302, and PPRA at 20 U.S.C. §1232(h); 34 C.F.R. Part 98.)
- M. District employees violating these procedures may be subject to discipline, up to and including termination.

VIII. Internet Safety

- A. In accordance with the Children's Internet Protection Act (CIPA), the district has developed an Internet safety plan that protects students from the unauthorized disclosure, use, and dissemination of their personal information on the Internet. Please refer to Board Policy I-23, Webpage Publishing, and Policy I-18, Student Internet Use, and their accompanying administrative procedures for more information.

IX. Notification of Student Data Breach

The district or appropriate school must notify the parent of a student if there is a release of the student's personally identifiable student data due to a security breach.

S-2: Annual Notice

Student Records, Privacy Rights, and Release of Information



REFERENCES

[Board Policy S-2, Student Records, Privacy Rights, and Release of Information](#)
[Administrative Procedures for Board Policy S-2](#)
[Utah Code Ann. §53A-13-301 et seq., Utah Family Educational Rights and Privacy Act](#)
[20 U.S.C. §1232\(g\), Family Educational Rights and Privacy Act, 34 C.F.R. Part 99](#)
[20 U.S.C. §1232\(h\), Protection of Pupil Rights Amendment, 34 C.F.R. Part 98](#)

ANNUAL NOTICE

The Salt Lake City School District Board of Education complies with all state and federal laws pertaining to protecting the privacy of student records, students, and their parents and families. Board policies and procedures ensure that students and their parents or guardians are notified of and afforded their rights under the law. Board Policy S-2, Student Records, Privacy Rights, and Release of Information, and its accompanying administrative procedures are available upon request or can be accessed on the district website. Questions about this policy or parent, guardian, or student privacy rights should be addressed to the school principal or the director of student services.

I. Student Records

- A. Parents, guardians, and eligible students (those over the age of 18 years or who have been emancipated), have the right to review official educational records, such as grades, attendance, and other information found in the student's cumulative/permanent record file. This right does not extend to classroom records held by an individual teacher, principal, counselor, or other staff.
 1. To review or obtain copies of a student's education records, you must submit a written request to the school principal or the principal's designee, identifying the requested record(s). The principal or designee will make arrangements for you to access the records within 45 days of receiving the request.
- B. Parents, guardians, or eligible students who believe an educational record contains information that is inaccurate, misleading, or in violation of the student's privacy may request that the record be amended or corrected.
 1. To request an amendment or correction of a school record, you must submit a written request to the school principal. The written request should clearly identify the part of the record in question and specify why you believe it is inaccurate or misleading.
 2. The principal will render a decision within 20 school days of the receipt of the request. If the principal's decision is to not amend the record, a written request for a hearing may be sent to the director of student services within ten days of the principal's decision.
 3. The director of student services will refer the appeal to a district hearing officer who will conduct a hearing within 20 days. Parents may be assisted or represented by one or more individuals, including their attorney, and will have the opportunity to present evidence supporting their request. Parents must give advanced notice of intent to include legal representation so that the district also has the opportunity to include legal representation as well.
 4. If the hearing officer's decision is to amend the student's record, parents will receive written notification of the amendment. If the record will not be changed, the parent may place a statement in the student's record commenting on the contested information and/or an explanation of why he or she disagrees with the hearing officer's decision.
- C. Prior written consent is not required for disclosures of student records to school officials with legitimate educational interests. Prior written consent is also not required to disclose education records, including disciplinary records, to officials of another school district in which a student seeks or intends to enroll.

II. Student Directory Information

- A. Certain student information designated as "directory information" may be made public without prior written consent. The district has designated the following as directory information:
 1. student's name, address, and telephone listing;
 2. participation in officially recognized activities and sports;
 3. weight and height of members of athletic teams;
 4. dates of enrollment at a school;

5. degrees and awards received;
 6. the most recent or previous educational agency or institution attended by the student;
 7. current grade in school and teacher(s); and
 8. yearbook photos.
- B. Directory information may be included in student directories, school yearbooks, team rosters and class lists, graduation, theatrical, athletic, and music programs, videos of performances, school activities, and athletic events, articles about school activities and athletic events, lists and photos of students receiving honors, awards, or scholarships, and news media coverage of school events or programs.
- C. Parents or eligible students who do not want this information to be made public may submit a written request to the school principal within 20 days of completing the online student registration.
1. By submitting this request, all student directory information will be withheld, regardless of item or circumstance of publication.
 2. The student's name and directory information will also be excluded from school documents that are typically made public (see, Section (B) above).
 3. Parents or eligible students may not select items or circumstances under which some information may or may not be released.

III. Social and News Media

- A. District staff, the media, or other organizations, with the approval of the school principal, may take photographs of students, make audio or videotape recordings of students, or interview students for school related stories. These recordings or images may appear in district publications, the district/school website, on district approved social networking accounts, or in the news media.
- B. This information and these images are generally not considered harmful or an invasion of privacy if released. However, parents or eligible students may opt out of having such information released.
- C. Parents or eligible students should complete and submit the district's S-2: Media Release Form to the principal if they wish to opt out of giving media consent.

IV. Military and College Recruiters

- A. Recruiters for the military and institutions of post-secondary education, including colleges, universities, and trade schools, often request the directory information of high school juniors and seniors. The district will provide the name, address, and telephone number to recruiters unless a parent, guardian, or eligible student has opted out.
- B. To opt-out, you may either:
1. submit a written request to the principal within 20 days of completing the online student registration; or
 2. complete the form S-2, Military and College Recruiting Opt-Out, and submit it to the principal within 20 days of completing the online student registration.
- C. The district cannot prevent recruiters or other entities from obtaining students' names, addresses, and telephone numbers through means other than an official release of information.

V. Specific Privacy Protections and Parental Notification

- A. Schools will obtain prior written consent from parents or guardians before students are asked to complete written assignments, answer questions, complete questionnaires, or take psychological or psychiatric examinations, tests, or treatments which reveal any of the following information about the student or the student's family, whether such information is personally identifiable or not:
1. political affiliations or, except as provided for in state law, political philosophies;
 2. mental or psychological problems;
 3. sexual behavior, orientation, or attitudes;
 4. illegal, anti-social, self-incriminating, or demeaning behavior;
 5. critical appraisals of individuals with whom the student or family member has close family relationships;
 6. legally recognized privileged and analogous relationships, such as with lawyers, medical personnel, or ministers; or
 7. income, except as required by law.
- B. You will receive written notice at least two weeks before any planned activities or assignments involving information outlined in Section (A). This notice will provide you with an opportunity to obtain written information about the information requested, including: the purpose of the information; how the information will be gathered and reviewed; a way for you to grant permission to access personally identifiable information; and the individuals or entities who will have access to any personally identifiable information.
- C. School staff will provide consent forms and will monitor student participation so only students with prior written consent will participate.
- D. Unless otherwise agreed to by you and the person requesting written consent, the consent is valid only for the activity/assignment for which it was granted.

- E. The two week prior parental notification requirement is not applicable in a situation which a school employee reasonably believes to be an emergency, in relation to child abuse or neglect reports, or by order of the court.

VI. Internet Safety

- A. In accordance with the Children's Internet Protection Act (CIPA), the district has an Internet safety plan that protects students from the unauthorized disclosure, use, and dissemination of their personal information on the Internet. For more information, please refer to Board Policies I-23, Webpage Publishing, and I-18, Acceptable Student Use of Internet, Computers, and Network Resources, and their accompanying procedures.

VII. Complaints

- A. Complaints alleging failure by the school or district to comply with CIPA privacy requirements should be addressed to the school principal or the director of information technology.
- B. Complaints alleging failure by the school or district to comply with family privacy laws should be addressed to the school principal or to the director of student services.
- C. If complaints are not or cannot be resolved by the school or district, complaints may be filed with the Family Policy Compliance Office within the Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605, 202.260.3887.

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Whitney Banks, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

Appendix J

Board Policy S-3: Student Conduct and Discipline

S-3: Administrative Procedures, Student Conduct and Discipline

S-3: Gang Signs, Symbols, Signals, Words, and Conduct Prohibited

Board Policy S-3: Student Conduct and Discipline



REFERENCES

[Administrative Procedures for Board Policy S-3](#)
[Individuals with Disabilities Education Improvement Act – IDEIA](#)
[Section 504 of the Rehabilitation Act](#)
[Utah Code Ann. §53A-11-401 et seq., Reporting of Prohibited Acts](#)
[Utah Code Ann. §53A-11-801 et seq., Physical Restraint Guidelines](#)
[Utah Code Ann. §53A-11-901 et seq., School Discipline and Conduct Plans](#)
[Utah Code Ann. §53A-11-1101, Weapons on School Property](#)
[Utah Code Ann. §53A-15-603, Gang Prevention and Intervention Policies](#)
[Utah Code Ann. §76-10-105, Buying or Possessing a Cigar, Cigarette, Electronic Cigarette, or Tobacco by a Minor](#)
[Utah Admin. Code R277-436, Gang Prevention and Intervention Programs in the Schools](#)
[Utah Admin. Code R277-483, Persistently Dangerous Schools](#)
[Utah Admin. Code R277-609, Standards for LEA Discipline Plans](#)
[Utah Admin. Code R277-615, Standards and Procedures for Student Searches](#)
[Board Policy G-19, Discrimination, Harassment, and Retaliation Prohibited](#)
[Board Policy G-20, Bullying, Cyber-bullying, Hazing and Harassment](#)
[Board Policy G-21, Youth Suicide Prevention Programs](#)

THE POLICY

The Salt Lake City School District Board of Education expects all district students to behave in a manner that promotes positive school climates, supports academic achievement, and emphasizes civility, fairness, mutual respect, and acceptance of diversity. The board, through this policy and the accompanying administrative procedures, intends to create clear expectations for appropriate conduct through multi-tiered systems of support and intervention for all students. The student code of conduct is intended to be instructive, not punitive, and is based on the principles of preventative and positive discipline (i.e. interventions, skill building, and consequences).

This policy, and its accompanying administrative procedures, apply to any district student who is on school property (which also includes school transportation), who is in attendance at school or at any school-sponsored activity, or whose conduct at any time or place (including cyberspace) has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment. School personnel are empowered to take appropriate disciplinary action when students violate this policy, the accompanying administrative procedures, or state law, or engage in activities that disrupt the educational environment, threaten or harm persons or property, or disrupt school activities. School administrators must impose discipline in an objective, consistent, and equitable manner. The district aims to address behaviors, resolve conflicts, and meet students' needs, while minimizing any loss of instructional time. Student conduct and discipline practices should strive to keep students connected to their educational setting, and enhance their social and emotional well-being.

The purpose of this policy is to govern conduct and discipline in the district's schools in order to maintain a safe, secure, and positive school environment.

The district will set forth its specific processes for implementing this board policy through the accompanying [administrative procedures](#).

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United States Code, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Whitney Banks, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

S-3: Administrative Procedures

Student Conduct and Discipline



REFERENCES

[Board Policy S-3](#)

[Special Education Handbook](#)

[Board Policy G-19, Discrimination, Harassment, and Retaliation Prohibited](#)

[Board Policy G-20, Bullying, Cyberbullying, Hazing, and Abusive Conduct Prohibited](#)

[S3: Gang Signs, Symbols, Signals, Words, and Conduct Prohibited](#)

DEFINITIONS

Bullying: See, Board Policy G-20, Bullying, Cyberbullying, Hazing, and Harassment.

Corporal Punishment: The intentional infliction of physical pain upon the body of a student as a disciplinary measure.

Due Process: A student is entitled to both procedural and substantive due process when his or her continued attendance is in question. Substantive due process requires that any disciplinary actions imposed by a school administrator not be arbitrary, capricious, or unfair.

- A. Minimal Due Process: If a school administrator intends to suspend a student for 10 days or less, the following procedures must be followed prior to the student's suspension.
 - 1. The student hears a brief explanation of the reason(s) for his or her intended suspension.
 - 2. The student has an opportunity to tell his or her side of the story.
 - 3. The school administrator documents in powerschool the meeting/conversation with the student.
 - 4. Students and parents must be notified immediately of the school's intent to suspend.
 - 5. If the school intends to suspend the student immediately, parents should be notified immediately.
 - a. Parents who cannot immediately pick-up a student can request an in-school suspension for the remainder of that school day.
 - b. Students younger than 14 should only be released into their parent's custody or pursuant to arrangements made between the school administrator and parent.
 - c. Students 14 and older should be released to a parent, and should never be sent from school prior to the end of the school day without permission from a parent or emergency contact.
- B. Formal Due Process: If a school administrator intends to expel or suspend a student for more than 10 days, the procedures outlined above in Minimal Due Process must be given to the student as well as:
 - 1. written notice of the reasons for the suspension provided to the student and parents;
 - 2. notice of the opportunity for a timely hearing; and
 - 3. notice of appeal rights and procedures.
- C. If a student and/or parent is offered the opportunity to explain, and/or have a hearing, and the student and/or parent refuses that opportunity, due process is satisfied.

Emergency Safety Intervention: 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, and is likely to cause serious physical harm. An emergency safety intervention shall not be used for disciplinary purposes.

Expulsion: Removal from a school for more than ten school days without an offer of alternative educational services.

Gang: A group of three or more people who form an allegiance and engage in a range of anti-social behaviors that may include violent or unlawful activity or both, and may threaten the safety of well-being of persons or property on school grounds or at supervised school functions, or activities that are harmful to the education process. These groups may have a name, turf, colors, symbols, or distinct dress, or any combination of the preceding characteristics.

Gang-related Activity: A dangerous or disruptive activity, which may include, but is not limited to, the following:

- A. wearing, possessing, using, distributing, displaying or selling any clothing, clothing decoration, jewelry, emblem, badge, tattoos, manner of grooming, symbol, sign or other item which evidences membership in a gang;
- B. body signals or movements which are recognized as denoting a gang or is a sign, signal or movement utilized in connection with gang communications,
- C. using a name which is associated with or attributable to a gang;
- D. engaging in any activity, including posturing, which is determined to be related to or affiliated with any known or unknown gang;
- E. soliciting students to become gang members, participation in gang initiation or ceremonies, engaging in gang-related violence or threats of violence;
- F. threatening others, including threats by brandishing a weapon or a replica of a weapon on school campus, or at a supervised school function;

- G. engaging in any behavior undertaken in such a manner as to be reasonably likely to incite violence or endanger persons or property; or
- H. designating turf or an area for gang activities, occupation or ownership.

Harassment: See, Board Policies G-19, Discrimination, Harassment and Retaliation Prohibited, and G-20, Bullying, Cyberbullying, Hazing, and Harassment.

Parent: For the purposes of these procedures, parent means a custodial parent or legal guardian of a student.

Physical Escort: A temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.

Physical Restraint: Personal restriction immobilizing or significantly reducing a student's ability to move his/her arms, legs, body, or head freely.

Retaliation: See Board Policies G-19, Discrimination, Harassment and Retaliation Prohibited, and G-20, Bullying, Cyberbullying, Hazing, and Harassment.

School Administrator: For the purposes of these procedures, school administrator means the principal, assistant principal, or the principal's designee who must be a licensed staff member.

Seclusionary Time Out: The act of placing a student in a safe enclosed area isolated from adults and peers, and the student is, or reasonably believes, s/he will be prevented from leaving the area.

Suspension: Removal from school for a defined period of time with an offer of educational services to the suspended student.

Tobacco Paraphernalia: Any equipment, product, or material of any kind which is used, intended for use, or designed for use to package, repackage, store, contain, conceal, ingest, inhale, or otherwise introduce a cigar, cigarette, or tobacco into the human body. See, Utah Code Ann. §76-10-104.1.

PROCEDURES FOR IMPLEMENTATION

I. Student Conduct and Discipline

Each school must have written standards for student behavior expectations, including self-discipline, administrative responsibility for student discipline, citizenship, civic skills, and social skills. Schools shall also adopt and enforce rules and standards that cover topics including but not limited to, school and classroom management, adult supervision, and disruptive behaviors. Such school rules and standards must be compatible with board policies, district administrative procedures, and state and federal law. The district Special Education Procedures must be followed when issues involve special education students.

- A. Each school will use Positive Behavioral Interventions & Supports (PBIS) guidelines that include:
 - 1. establishing behavioral expectations applicable across school settings that are taught explicitly and reinforced, and correcting behavioral errors;
 - 2. annually evaluating school level data to determine the efficiency and effectiveness of PBIS; and
 - 3. training for students, faculty, and staff related to student self-discipline, good citizenship, and recognizing and preventing disruptive behaviors, including overt aggression, covert or relational aggression, gang involvement, and drug or alcohol use.
 - 4. articulating pathways for students to repair harm, resolve conflict with peers, and restore standing within the classroom after a behavior infraction.
- B. A continuum of school rules and standards, including those that deal with habitually disruptive students, must be developed through a cooperative effort of the administration, instructional and support staff, students, parents, and community members.
- C. School rules will be clearly stated, and written with clear expectations and consequences.
- D. School rules, the board's conduct and discipline policy, these procedures, and S-3: Gang Signs, Symbols, Signals, Words, and Conduct Prohibited ("gang identifiers") will be made available to students upon their registration, and through student handbooks, the district website, and other forms of communication.
- E. School rules, the board's conduct and discipline policy, these procedures, and gang identifiers will be distributed to and reviewed with students annually.
- F. Schools will obtain parents' signatures acknowledging receipt of the school rules, the board's conduct and discipline policy, these procedures, and gang identifiers.
- G. Each school will develop a continuum of multi-tiered systems of support and intervention strategies to assist students whose behavior in school does not meet reasonable expectations. Specific student skill building interventions that may be provided in a classroom or by the school counselor include, but are not limited to, training on: responsible decision-making, relationship skills, social awareness, self-management, self awareness, self-esteem, and specific pathways to repair harm.

- H. Administrators are responsible for disciplining students and enforcing these administrative procedures. A school resource officer (SRO) should only be involved in school discipline when necessary to prevent harm to students, faculty or staff. The SRO shall act to resolve the problem and preserve the safe school climate. In all other circumstances, disciplining students is a school administrator responsibility, and the SRO will take students who violate school rules or the code of conduct to the principal's office for discipline to be taken by school administrators.
- I. Parents will be notified when their child has committed a major infraction or is being suspended, including in-school suspensions. Parents may also be notified when their child commits a minor infraction. See, section II below.
- J. In accordance with uniform district methods, schools will conduct an annual evaluation of the efficiency and effectiveness their school rules and standards.

II. Range of Behaviors and Continuum of Disciplinary Procedures

- A. Minor infractions: Minor infractions are violations of school rules that are usually handled by teachers in the classroom. Chronic or excessive minor infractions can become major infractions and result in referral to the school administrator for more severe disciplinary actions. Minor infractions can result in loss of privileges, phone calls home, in-school suspensions, etc. Restricting daily recess periods will not be used as discipline at the elementary level. Examples of minor infractions include, but are not limited to:
 - 1. dress code violations;
 - 2. disrespect, including put downs, talking back;
 - 3. public displays of affection;
 - 4. inappropriate language and actions; or
 - 5. horseplay.
- B. Major infractions: If a student violates a school rule, board policy, or a district administrative procedure resulting in his or her referral to the school administrator for disciplinary action, the administrator will determine an appropriate course of action.
 - 1. Disciplinary action may be taken by the school administrator for an incident involving a student in locations other than on school grounds, at school-sponsored activities, or while being transported in a district designated vehicle, if the student's action threatens or does harm to the school, school property, or persons associated with the school.
 - 2. The decision to discipline a student will be made by the school administrator after investigation of the incident.
 - 3. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns. The recommended discipline must be consistent with that imposed on similarly situated students committing a similar violation. When appropriate, students may be placed on remedial discipline plans or behavior contracts.
 - 4. Consequences that may be imposed by a school administrator include, but are not limited to, loss of privileges, removal from a school-sponsored team or activity, including school-sponsored transportation, in-school suspension, suspension from school for up to 10 consecutive school days, and other reasonable disciplinary consequences. Restricting participation in daily recess periods will not be used as punishment for elementary students.
- C. Suspensions of ten days or less: Students may be suspended for up to 10 consecutive school days for violating a school rule, board policy, district administrative procedure, or any state or local law.
 - 1. In such circumstances, the student is entitled to minimal due process, but is not entitled to formal due process, i.e., the student is not entitled to a hearing or appeal process.
 - 2. Actions that may warrant such a suspension include, but are not limited to, the following:
 - a. frequent or flagrant willful disobedience;
 - b. mutual combat, fighting, or simple assault;
 - c. defaming or false statements about students or staff;
 - d. destroying, defacing or vandalizing school property, or property that belongs to students, teachers or other school personnel;
 - e. criminal mischief;
 - f. burglary, theft, or stealing;
 - g. possessing or using tobacco, tobacco paraphernalia, or tobacco products including electronic cigarettes and hookah;
 - h. repeated acts of relational aggression;
 - i. gang-related attire or gang-related activity that is dangerous or disruptive; and
 - j. possession, control, or use of an alcoholic beverage.

3. Students suspended for one or two days shall have makeup homework available to them upon their return to school. Students will be given the same number of days as they were suspended to complete the assignments and turn them into their teacher(s).
 4. For students suspended for three days up to 10 days, parents can make arrangements for make-up work during the suspension period.
- D. Longer suspensions or expulsions
1. Students will be suspended or expelled for:
 - a. Any serious violation of law or policy that affects another student or staff member, including actions which pose a significant threat, including harm to self or others, to the welfare, safety or morals of a student, school personnel, or the operation of the school.
 - b. Any serious violation occurring in a school building, in or on school property, or in conjunction with any school activity, including but not limited to:
 - i. the possession, control, or actual or threatened use of a real weapon, explosive or noxious/flammable material;
 - ii. the actual or threatened use of a look-alike weapon with the intent to intimidate another person or to disrupt normal school activities; or
 - iii. the possession, control, distribution or sale of a drug or controlled substance, imitation controlled substance, or drug paraphernalia.
 - c. 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.
 2. Serious violations will be reported to law enforcement officials.
 3. A student who commits a violation of Section (D)(1)(a) involving a real or look alike weapon, explosive or flammable material shall be expelled from school for a period of not less than one year.
 4. Any student expelled or suspended for more than 10 consecutive school days is entitled a safe school hearing, and is entitled to formal due process.
 5. The decision resulting from the safe school hearing may be appealed using the appeals process outlined in Section XI.
 6. The district may deny admission to a student who has been expelled from another school during the preceding 12 months. Procedures for appealing the denial of admission are outlined in Administrative Procedures, Board Policy S-1, School Admissions.
- E. District Safe School Hearing Referrals
1. A student must be referred to the student services department (SSD) to determine whether a referral for a safe school hearing is necessary::
 - a. if the student committed any violation listed in section II(D).
 - b. if the student committed a serious violation of Board Policy G-19, Discrimination, Harassment, and Retaliation Prohibited; and/or
 - c. if the student committed a serious violation of Board Policy G-20, Bullying Cyber-bullying, Hazing, and Abusive Conduct Prohibited.
 2. Students who have committed any violation listed in section II (D), above, must be referred to the SSD to determine whether a referral for a safe school hearing is necessary.
- F. Transfers due to disciplinary issues
- School administrators are not allowed to unilaterally transfer a student to another school based solely on disciplinary or behavior issues. Disciplinary issues that warrant such a transfer must be referred to the district's student services department for a possible safe school hearing. Only upon the recommendation of the safe schools committee can a student be required to transfer from his or her current school.

III. Corporal Punishment

- A. School personnel shall not inflict or cause the infliction or corporal punishment upon a student.
- B. School personnel who inflict corporal punishment on a student will be subject to discipline up to and including termination. Disciplinary actions and appeals of such actions are governed by Board Policy P-4, Discipline of District Employees, its accompanying administrative procedures, and any applicable written/negotiated employee agreement.

IV. Emergency Safety Interventions

A school employee may not subject a student to physical restraint or seclusionary time out unless such action is utilized as a necessary emergency safety intervention (ESI) in compliance with these procedures and consistent with evidence-based practices.

- A. General Requirements
 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 release criteria.

2. An ESI may only be used for maintaining safety and may not be used as a means of discipline or punishment.
- B. Students with Disabilities Receiving Special Education Services
Use of ESI for a student with a disability receiving specialized educational services under IDEA or Section 504 shall comply with all applicable state and federal laws, and the district's Special Education Handbook.
- C. Physical Escort
A school employee may use a less intrusive means, including a physical escort, to address circumstances described below in subsection D.
- D. Physical Restraint
 1. A school employee may use and apply reasonable and necessary physical restraint as an ESI only:
 - a. to protect the student or another person from physical harm;
 - b. to remove a violent student from a situation;
 - c. to take possession of a weapon, or other dangerous objects in the possession or under the control of a student; or
 - d. to stop the student from destroying property, when physical safety is at risk.
 2. If an employee uses physical restraint as an ESI on a student, use of the following restraints are prohibited:
 - a. prone, or face-down physical restraint;
 - b. supine, or face-up physical restraint;
 - c. physical restraint which obstructs the airway or adversely affects the student's primary mode of communication;
 - d. mechanical restraint, except for protective, stabilizing, or legally required mechanical restraints, such as seatbelts or safety equipment used to secure students during transportation; or
 - e. chemical restraint, except as prescribed by a licensed physician, or other qualified health professional, for the standard treatment of a student's medical or psychiatric condition, and implemented in compliance with a student's approved Health Care Plan.
 3. All physical restraint shall:
 - a. be applied for the minimum time necessary to ensure safety and a release criteria must be implemented;
 - b. be discontinued as soon as the imminent danger of physical harm to self or others has dissipated;
 - c. be discontinued if the student is in severe distress; and
 - d. never be imposed for more than 30 minutes.
- E. Seclusionary Time Out
 1. A school employee may, when acting within the scope of employment, place a student in seclusionary time out as an ESI only under the following circumstances:
 - a. the student presents an immediate danger of serious physical harm to self or others;
 - b. the employee uses the minimum time necessary to ensure safety and uses a release criteria;
 - c. any door remains unlocked;
 - d. the student is within line of sight of an employee at all times; and
 - e. the student is not placed in a seclusionary timeout for more than 30 minutes.
- F. Parent Notification
 1. If a crisis situation occurs requiring an ESI be used, the school or employee shall notify the student's parent and the school administrator immediately. The school or employee shall notify the director of student services as soon as possible and no later than the end of the school day.
 2. If the ESI is applied for longer than fifteen minutes, the school shall immediately notify the student's parent and school administration.
 3. Parent notifications made under this section shall be documented in the student information system, e.g. PowerSchool, as required by Utah Admin. Code R277-609-6(C)(4).
 4. Within 24 hours of using ESI, the school shall notify the parent that they may request a copy of any notes or additional documentation taken during the crisis situation.
 5. Upon request of a parent, the school shall provide a copy of any notes or additional documentation taken during a crisis situation.
 6. A parent may request a time to meet with school staff and administration to discuss the crisis situation.
- G. Emergency Safety Intervention (ESI) Committee
 1. The district shall establish an ESI committee which includes:
 - a. at least two administrators;
 - b. at least one parent of a student enrolled in the LEA, appointed by the LEA; and
 - c. at least two certified educational professionals with behavior training and knowledge in both state rules and the board's conduct and discipline policies.

2. The committee shall:
 - a. meet often enough to monitor the use of ESI within the district;
 - 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 uniform district methods for evaluation of the efficiency and effectiveness of each schools' rules and standards.
3. The district shall collect, maintain, and periodically review the documentation or records regarding the use of ESI in district schools.
4. The district shall annually provide documentation of any school, program or district use of ESI to the State Superintendent of Schools.

V. General Procedures for Any Suspension or Expulsion

- A. School administrators will use the Student Suspension Notification form for all suspensions, including in-school suspensions. This form will be provided to parents either in person, or through regular or electronic mail; however, the form may be sent home with the suspended student if the administrator notifies the parent that he or she will be using that method of delivery.
- B. All suspensions will be clearly and thoroughly documented on the district's student information system in the incidents reporting section, e.g., PowerSchool and/or EdHandbook.
- C. When a student has been suspended for a serious violation, his or her re-admission is dependent upon the student presenting satisfactory evidence in a reinstatement meeting that he or she will not be a danger to self, others or school property.
 1. Schools should also create a restorative plan for a student's re-entry into school following a suspension.
 - a. Schools should consider including in the plan supports for the student that may include: academic and social skill building lessons with the school counselor; social emotional skill building support such as Adverse Childhood Experiences (ACES) training; conflict resolution training; empathy skill building; mindfulness skill building; utilizing a grump meter; utilizing calming spaces; or making a VBH referral.
 2. Schools should also consider appointing a staff member to serve as an adult advocate for the student. The advocate will communicate with the student's parent regarding academic and behavior data, and communicate with teachers on the student's schedule prior and subsequent to the student's re-entry into school.
- D. A student's suspension or expulsion becomes a part of his or her cumulative record. Staff will code each day the student is absent for an out-of-school suspension as an "S" in the district's student information system.
- E. Suspended students must remain on the school's membership rolls, and they must be counted as absent during the period of their suspension.
- F. During the time any student is suspended from school, the student is prohibited from being on campus, being a spectator, or a participant at any school function or activity unless authorized by the school administrator.

VI. Habitual Disruptive Behavior

- A. Definitions
 1. Qualifying minor means any school-age minor who is at least nine years old or turns nine years old at any time during the school year.
 2. Disruptive behavior means behavior outlined in Section II(C)-(D) above.
- B. Notice of Disruptive Student Behavior
 1. A Notice of Disruptive Student Behavior may only be issued to a qualifying minor.
 2. A Notice of Disruptive Student Behavior may only be issued by a school administrator.
 3. A Notice of Disruptive Student Behavior shall be issued when the student has:
 - a. engaged in disruptive behavior (that does not result in a suspension or expulsion) three times during the school year; or
 - b. engaged in disruptive behavior that results in suspension or expulsion once during the school year.
 4. A Notice of Disruptive Student Behavior shall be mailed by certified mail to, or served on, a parent of the qualifying minor.
 5. A Notice of Disruptive Behavior requires that the student and parent meet with the school administration to discuss the disruptive behavior.
 6. The student and/or parent may contest a Notice of Disruptive Student Behavior in the following manner:
 - a. if the notice is written by an assistant principal or other designee, the appeal is made to the principal; or
 - b. if the notice is written by the principal, the appeal is made to the principal's supervisor.

7. A school representative shall provide the student's parent a list of resources available to assist the parent resolving the student's disruptive behavior issues.
 8. The school shall establish procedures for a school counselor or other designated school representative to work with a student in order to attempt to resolve the student's disruptive behaviors.
- C. Habitual Disruptive Student Behavior Notice
1. The Habitual Disruptive Student Behavior Notice may only be issued to a student who has received a Notice of Disruptive Student Behavior, and:
 - a. engages in disruptive behavior, that does not result in suspension or expulsion, at least six times during the school year;
 - b. engages in disruptive behavior that does not result in suspension or expulsion at least three times during the school year, and engages in disruptive behavior that results in suspension or expulsion at least once during the school year; or
 - c. engages in disruptive behavior that results in suspension or expulsion at least twice during the school year.
 2. A Habitual Disruptive Student Behavior Notice may only be issued by a district coordinator.
 3. The Notice shall be mailed by certified mail to, or served on, the parent of the student.
 4. Within five days after the notice is issued, the school administration shall provide documentation to the parent of the efforts made by the school to resolve the student's disruptive behavior.

VII. Drug and Alcohol Violations

- A. General principles: All drug and alcohol violations must be reported to a law enforcement officer. A student shall be suspended or expelled from his or her school of attendance for any of the following reasons:
1. 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 district property, or in conjunction with any school activity;
 2. misuse or abuse, distribution, sale, or arranging for the sale of prescription medication at school or a school function; or
 3. misuse or abuse of over-the-counter medication, or sharing, distributing, selling or arranging for the sale of over-the-counter remedies.
- B. Violations by elementary students, grades K – 3
School administrators must file a report with the Department of Child & Family Services for all drug and alcohol violations at these grade levels.
- C. Violations by elementary students, grades 4 – 6
1. First offense: Students will be suspended for their first drug and alcohol violation. These students must also complete the district's drug and alcohol Insight class with their parent. The student services department will contact the referring school administrator if an elementary student fails to attend the Insight class.
 2. Second offense: Students will be suspended, and referred to the school's student services committee for further action. The student may then be referred to the SSD to determine further action.
 3. Third offense: School administration must call the SSD to determine the appropriate action to be taken.
- D. Violations by secondary students, grades 7 – 12
1. First offense: Students will be suspended for up to five days from school and must attend the district's drug and alcohol Insight class. The SSD will contact the referring school administrator if a student in grades 7 – 12 fails to attend or complete the class.
 2. Second offense: Students will be suspended for up to five days. Students charged with a second offense must complete a drug assessment immediately. The parent must submit a certificate of completion of the drug assessment to the school administration. The school administrator may impose additional consequences if the student fails to complete the required drug assessment.
 3. Third offense: A student charged with a third offense must be referred to the SSD for a safe school hearing.
 4. If the violation involves the sale or distribution of drugs or controlled substances: Students who sell or distribute drugs or controlled substances, imitation drug or controlled substance, or any illegal substance must be referred for a safe school hearing. Students will be suspended until the hearing occurs.
- E. Violations by high school seniors
1. In addition to the disciplinary measures listed above, high school seniors who violate the district's drug and alcohol policy or these procedures during the last quarter of the school year will also not be allowed to participate in graduation exercises unless they complete the Insight program or another alternative program prior to the date of the graduation exercises.

2. High school seniors who are referred to a district hearing for sale or distribution of drugs or illegal substances will comply with the ruling of the Safe School Committee.
3. The diploma will be awarded upon the student's completion of the graduation requirements, and will not be withheld under this disciplinary procedure.

VIII. Tobacco Violations (Including Electronic Cigarettes)

Students in grades 6–12 must be referred to law enforcement. The student may be suspended, cited, and face subsequent legal action.

IX. Gang-related Activities Prohibited

Engaging in any gang-related activity on school property, at a school activity, and/or in school sponsored transportation is prohibited. The district will cooperate with members of the Salt Lake City Police Department or other agencies to educate district employees, parents, and students of current identifiers that commonly denote gang membership or affiliation. In addition to the items identified in these administrative procedures as prohibited gang attire or gang symbols, document S-3: Gang Signs, Symbols, Signals, Words, and Conduct Prohibited outlines current gang indicators that may result in student disciplinary action.

- A. School officials will publish the gang identifiers document in student handbooks and on the district website, and the document will be provided annually to students and parents through the registration process, in their home language. Notice of any updates to the list of prohibited gang activity and/or gang symbols will be broadcast through School Messenger. The updated document will also be available in school offices and on the district website.
- B. Wearing a specific color by itself will not be cause for discipline, nor will just wearing a cross or Star of David without augmentation or alteration.
- C. Subject to the search and seizure provisions of these procedures, gang paraphernalia, apparel, or weapons may be confiscated by school authorities at any time.
- D. If appropriate, the student must remove suspected gang attire and should be given substitute clothing.
- E. Refer to Section II(A)-(C) for disciplinary procedures.

X. Students with Qualified Disabilities

If a student has a qualified disability under the Individuals with Disabilities Education Improvement Act (IDEIA) or Section 504 of the Rehabilitation Act (Section 504), the school administrator will explain separate procedures that may apply based on the procedural safeguards provided by the IDEIA and Section 504. Students with qualified disabilities have certain rights regarding cumulative days of suspension.

- A. If a student with any qualified disability has violated a school rule, board policy, or district administrative procedure, contact the student's special education teacher before determining consequences that may include suspension from school.
- B. A district hearing for a student with any qualified disability (IDEIA or Section 504) will not be scheduled until the principal is certain that all due process requirements for that student have been met.
- C. Contact the designated special education consultant or supervisor, or the Section 504 district supervisor, for assistance.
- D. Students with qualified disabilities are subject to the one-year expulsion imposed for violations involving firearms, explosives, and flammable materials.
- E. Students with qualified disabilities who are studying under an Individualized Education Plan (IEP) may not be expelled or have their school placement changed without an IEP team meeting being held, except for serious violations including weapons, drugs, or serious bodily injury.

XI. Hearing Procedures

- A. If a school administrator is recommending a suspension of more than ten consecutive school days or expulsion or the student has committed a safe school violation, the school administrator must contact the SSD.
- B. The school administrator will complete the incident report on the district's student information system. The administrator will complete and submit the following materials to the district discipline specialist in student services: a copy of camera footage (if any) of the incident, a safe school incident investigation report, witness statements, and if applicable, a victim statement and victim's parent impact statement.
- C. Once the information above has been submitted, the school will call to schedule a district safe school hearing, and notify the parent and other participants of the date and time of the hearing.
- D. The student will serve an out of school suspension until the hearing has been held and a determination has been made.
- E. The student and his or her parent are expected to attend the hearing, and may present evidence in his or her defense.
- F. If a student and his or her parent fail to attend the hearing, the right to present a defense at the hearing will be considered waived, and the hearing may proceed without the parent and student.

- G. The hearing will be conducted by the safe schools committee, and after reviewing all the documentation and hearing the testimony, if any, the committee will issue a written decision to the student and parent within five business days of the hearing.
 - 1. The parent or student should inform the SSD whether they would like to receive the decision electronically or have a hard copy mailed to their home address.
- H. The safe schools committee may impose any of the following: placing the student on alternative study; suspending or expelling the student from school for the period of time; or disciplining the student in other ways in accordance with state and federal law.
 - 1. The district's student discipline specialist will follow-up with the student on a regular basis regarding any conditions required by the committee.
 - 2. The student discipline specialist will support the student with a restorative plan for a student's re-entry at the home school or with a transition to Horizonte.
 - 3. The student discipline specialist will advocate for school level support that may include academic and social skill building with the school counselor and/or social emotional skill building support such as Adverse Childhood Experiences (ACES) training, conflict resolution training, empathy skill building, mindfulness skill building, utilizing a grump meter, utilizing calming spaces, or making a VBH referral.
 - 4. The student discipline specialist will communicate with the student's parent regarding academic and behavior data, and communicate with school administrators and teachers on the student's schedule prior and subsequent to the student's re-entry into school.
- I. If a student is suspended for more than 10 consecutive school days and the parent rejects alternative educational services offered by the district, the parent becomes responsible for undertaking an alternative educational plan sufficient to ensure that the student's education continues during the period of suspension. Any costs associated with alternative educational services not provided by the district are the responsibility of the parent.

XII. Appeals Processes

- A. The parent may make a written appeal of the decision of the safe schools committee by mailing, through the USPS, or hand delivering the appeal to the SSD. Any appeal must be made within 10 calendar days of the date of the decision. In special circumstances the SSD may accept an appeal submitted electronically; please contact the SSD for approval and directions on electronically submitting an appeal.
- B. An appeals committee will review the appeal, and render a written decision and notify parents through USPS within 15 business days.
- C. The decision of the appeals committee may be appealed to the superintendent.
- D. The appeal to the superintendent must be made in writing, and mailed through the USPS or hand delivered to the superintendent within 10 calendar days of the decision of the appeals committee. An appeal to the superintendent may not be made through electronic means.
- E. The superintendent may, at his or her discretion, hold another hearing.
- F. The superintendent will render a written decision on the appeal and notify parents through USPS within 15 school days of receipt of the appeal.
- G. During the appeals process, the student will adhere to the decision of the safe schools committee until such decision is reversed, unless otherwise prohibited by state or federal law.

XIII. Searches

All students will be free from unreasonable searches of their persons, clothing, and other personal property. School disciplinary procedures may be brought against a student who fails to comply with a reasonable inspection request of a school administrator. However, in order to provide and preserve a safe environment for all students and staff, a school administrator has the authority to conduct reasonable and limited searches of students, lockers, personal property, and vehicles parked on school property under the following conditions:

- A. the school administrator has reasonable suspicion to believe that the search will produce evidence of a violation of the law or school rules;
- B. the search is conducted in a manner that is rationally related to the reasonable suspicion and not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction;
- C. items found during a search may be confiscated by a school administrator and turned over to the police for inspection or retained by a school administrator for use in a school or district disciplinary proceeding; and
- D. the police may be contacted or called if the school administrator determines there is a serious and immediate threat to the physical safety of students, school personnel, or the public.

XIV. Search of Person or Personal Property

- A. The search of a student will be conducted in a private area of the school by a school administrator of the same sex as the student being searched.

- B. Any search of a student or his or her personal property will be observed by an objective third party, for example, an administrator, teacher or police officer, of the same sex as the student who is being, or whose belongings are being, searched.
- C. The nature and scope of a search must be reasonable in light of the suspected infraction and any concern for safety and order in the school.
- D. A school administrator may ask the student to remove his or her hat, coat, shoes and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband. Under no circumstances may a school administrator require students to remove other items of clothing during the search.
- E. A school administrator may perform a "pat down" of the exterior of the student's clothing, but must refrain from touching students in any other way during the search.
- F. If this limited search does not reveal suspected contraband and school administrators still have a reasonable suspicion that the student is concealing contraband in his or her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants or underwear), law enforcement shall be summoned.
- G. A school administrator shall thoroughly document the details of any search conducted of a student's person or property.
- H. In general, all questioning and searching of students conducted by law enforcement will be in accordance with Board Policy S-7, Law Enforcement Access to Students and Student Records, and related administrative procedures.

XV. Search of Locker, Desk, or Other Storage Area

While lockers, desks, and other storage areas are provided to students by the school, students have no right or expectation of privacy in any such areas. These areas are solely school property, and therefore, the school retains control and access to all lockers, desks, and other storage areas. These areas are assigned to students for their use on the condition that they will be used in a manner consistent with the law and school rules. A school administrator may conduct inspections or searches of these areas at any time, with or without the student present, and with or without cause, in order to fulfill their responsibility of maintaining proper control and management of the school. Once a locker, desk or other storage area is opened for search, any search of student belongings contained within the locker must comply with the guidelines for searches of personal belongings stated above in Section XIV.

XVI. Search of Student Vehicles Parked on School Property

A school administrator who has reasonable grounds to believe that the search of a student's vehicle will produce evidence of a violation of policy or law may ask the driver of the vehicle to open the vehicle and may inspect the vehicle in the driver's presence. If a driver fails to comply with the requests of the school administrator, or if an inspection reveals any evidence of a violation, the school administrator may take measures reasonably calculated to maintain the safety and control and management of the school, including revoking a student's parking privilege. A school administrator may disable the vehicle until police or parents can be summoned.

XVII. Searching Students and Personal Property While at School-Sponsored Activities

- A. The authorization to search shall apply to all situations in which the student is under the jurisdiction of the district, including all students participating in extracurricular activities and athletics, dually enrolled students, and students taking online courses, when applicable.
- B. A school administrator has no obligation to contact parents before detaining and questioning students. Depending on the particular circumstances of the search, notifying parents of the student search is often a good idea.

XVIII. Training

All employees with responsibility for working with students shall receive mandatory professional development training on topics which include the use of restorative approaches to address negative behavior, appropriate role of school resource officers and school administrators, juvenile court processes, adolescent development, mental health problems, conflict resolution and de-escalation techniques, cultural competency, alternative to the juvenile justice system, and the rights of students.

S-3: Gang Signs, Symbols, Signals, Words, and Conduct Prohibited

REFERENCES

[Board Policy S-3](#)

[Board Policy S-3: Administrative Procedures](#)

GANG NAMES, ALLIANCES, SIGNS, SYMBOLS, AND IDENTIFIERS

Hispanic Gangs

Norteños:

RPN-Rose Park Norteños
VI (Vee-One)/ 6th Street
MLB-Mexican Latino Bloods
FVL-Familia Vatos Locos
FPS-Familia Por Siempre
Porterville Norteños
27th Mafiosos
Diamond Street
21st Street

The **Norteños** and the **Sureños** are rival gangs.

Sureños:

CAM-Crazy [] Mexicans
Avenues (or Avenues 43rd)
Mexican Mafia (213)
VML-Varios Mexicanos Locos
VMS-Vilianos Mexicanos Sureños
VSK-Venomous Sureños Klique
CLK-Crown Latin Kings
TVR-Toonerville Rascals
Sureños 13
38th Street
18th Street
Floencia 13
ABG-Alley Boy Gangsters
Dog Town Sureños
LP-La Primera
T13-Tepa 13
Sureños Chiques
Colonia Chiques
SPV-Sureños Por Vida
Brown Side Gang
East Side Longo

Independent Hispanic Gangs:

BDG-Big [Male] Gang
VLT-Varrio Loco Town
O13-Ogden 13
QVO
La Raza
East Side Raskals
East Side Locotes

Blood/Crip Gangs

Bloods:

Rose Park Taliban/Iraqi Mafia Gang
POG-Piru Original Gangsters
BMG-Black Mafia Gangsters
KTB-Kearns Town Bloods
West Side Piru
MOB-Money Over [Women]

Crips (White):

SLP-Salt Lake Posse
Lay Low Crips
West Side Crips

Crips (Samoan):

PVC (PVCC)-Park Village (Compton)
SIA-Samoans in Action
SOS-Sons of Samoa
KAS-Krazy [] Samoans

Crips (Tongan):

TCG-Tongan Crip Gang
TSG-Tongan Style Gang
BR-Baby Regulators
RPF-Rose Park Family (Rose Park)

The **Bloods** and the **Crips** are rival gangs.

Asian Gangs

TOP-Tiny Oriental Posse
VF-Viet Family
TRG-Tiny Raskal Gang

The **Asian gangs** noted in separate columns are rival gangs.

OLG-Oriental Laotian Gang
LBC-Laos Boy Crips (independent)
AD-Asian Deuce) unaligned-younger version of VF

Local Midwest-Influenced Gangs

Folks:

KMD-King Mafia Disciples
Black Gangster Disciples
Gangster Disciples

People:

Latin Kings
Vice Lords

The **Folks** and the
People are rival gangs.

White Supremacists

SAW-Silent Aryan Warriors
American Peckerwood
SAC-Soldiers of the
Aryan Culture

4R-4th Reich
KV-Krieger Verwandt
Aryan Brotherhood

Extremist Gangs

SXE-Straight Edge
Juggalos
Young African Killers

Gang Identifiers

"All is well."



Dress "left"

**BLOODS
LATIN KINGS
VICE LORDS**

"All is one."



Dress "right"

**CRIPS
GANGSTER DISCIPLES**

Bloods and Piru – Identifiers:

- Colors **Red** (primary)
- Also burgundy, green, brown, tan
- May dress “right”
- Letter “B” or “UBN”
- Word “damu”
- Number 031 (“I am blood”)
- Boston Red Sox hats
- Local sets use other letters
- Tattoos – blud or MOB are common
- Five-pointed star
- Pitchforks “down”
- Cross out letter “C”
- Replace “C” with “B” (i.e. class becomes blass)
- Associated with People Nation
- Turf-oriented, active in drug traffic
- Piru is a subset of Bloods
- Graffiti includes “CK” or “Crab”



Crips – Identifiers:

- Color **Blue** (primary)
- Also, light blue, gray, white, purple
- May dress “left”
- Letter “C”
- Six-pointed star
- Number 6
- “Sox” hats
- Pitchforks “up”
- Don’t write “CK” (i.e. back or bak, not back)
- Use “slob” or “sloop” as a put-down for Bloods
- Graffiti includes “BK”



Black Gangster Disciples – Identifiers:

- Colors **Black** and **Blue**
- Also grey, white
- Letters “BGD”, “GD”, or “G”
- Pitchforks “up”
- Associated with Folk Nation
- Six-point stars
- Numbers 360, 274 or 74
- Pitchfork hand signs



Vice Lords – Identifiers:

- Colors **Red** and **Black**
- Five-point stars
- Numbers 5 and 3-22-12
- Letters VL, AVLN, VLN, CVL
- Pyramid with eye above, top hat and cane
- Five-point crown
- Playboy bunny facing left
- UNLV team wear
- Louis Vitton brand (VL)
- "Conservative Vice Lords"
- People Nation affiliation



Sureños – Identifiers:

- Sureño (Southerners) gang is an "umbrella"
- Associated with the Mexican Mafia
- Local gangsters are "foot soldiers"
- Local gangs pay taxes to La Eme (prison gang)
- Color **Blue**
- Number 13 or X3 or XIII
- Words "south" or "sur"
- "Trece" and 3 dots
- Letter "M" or "S"
- Eyebrow slashes



Norteños – Identifiers:

- Norteños (Northerners) identify strongly with Mexican heritage
- Associated with Nuertra Familia prison gang
- Color **Red**
- Number 14 or XIV
- Letter "N"
- "Norte"
- Huelga Bird, UNLV attire, NorCal references
- Cross out letter "S"



Latin Kings – Identifiers:

- Almighty Latin Kings/Queens Nation
- Originally Puerto Rican gang
- Associated with People Nation
- Colors **Yellow** (Gold) and **Black**
- 5-pointed crown, Lion's Head, Number 5
- 5-pointed star, Number 360
- Pitchforks down
- ALKN or ALQN
- "Amor de rey"



Asian Gangs – Identifiers:

- Usually ethnically restricted
- Highly mobile (nomadic)
- Not turf-oriented
- Colors **Green**, **Black**, **Blue**, **Red**, **Purple**
- Cultural tattoos, 5-dot tattoos
- Burns, intentional scars
- Oakland A's hats



Juggalos (Juggalettes) – Identifiers:

- Followers of rap group 'Insane Clown Posse'
- Known for dark and violent lyrics
- Promote use of alcohol, drugs, tobacco
- Promote promiscuity
- Do not see themselves as a 'gang'
- Little group structure
- Known to carry weapons
- "Hatchet man"
- Known for face paint



Straight Edge – Identifiers:

- Associated with hardcore punk rock
- Associated with anarchy
- Do not use drugs, alcohol, or tobacco
- Not a 'gang', but may fit the definition
- Have engaged in criminal activity with ELF and ALF
- Violence of followers has diminished
- Likely vegan
- Letter "X" or "XXX"
- Piercings and spike bracelets



Extremist Gangs and Groups

Skinheads – Identifiers:

- White supremacist group
- Neo-nazi, Anti-gay, Anti-immigrant
- Anti-drug use
- Widespread in US
- Militaristic, anarchist
- Violent, assaultive
- Actively recruit Caucasian "loners"
- Raise children in the culture
- Shaved heads or short haircuts
- Swastikas
- Confederate flag
- Air Force flight jackets
- Braces and boots
- Lightning bolts
- Numbers 88 or 1488



COLORS

Colors are often used by gangs as a means of identifying themselves and their rivals. Gang members may wear just a belt or shoelaces in his gang's colors. S/he may "dress down" with a coat, shirt, shoes, and hat in gang colors. A bandana in gang colors is often hung from a pocket or around the head to "fly one's colors".

BLUE

Punchito Crip Gang
PVCC - Park Village Compton Crips
RPF - Rose Park Family
SIA - Samoans in Action
SOS - Sons of Samoa
DSK - Doin' Something Krazy
TCG - Tongan Crip Gangsters
TCR - Tongan Crip Regulators
DTC - Doomstown Crips
Locoville Crips
Surenos 18th Street
Surenos Avenues
Surenos Ultimate Desire Boys
Surenos Gardenia 13
Surenos 13
Surenos 38
Surenos Varios Mexicanos Locos
Surenos Alley Boys
Surenos Chiques
Surenos Florencia
Vilianos Mexicanos Sureños
Westside Crips
OLG - Original Laotian Gangsters
OP - Oriental Poss

PURPLE

KMG - King Mafia Disciples
BMG - Black Mafia Gangsters

GREEN

La Raza
Boys in the Hood
VLT - Varrio Loco Town
Dope Boy Posse

WHITE or BLUE

OLG - Original Laotian Gangsters
OP - Oriental Posse
VH - Viet Hung
Laos Boys

RED

BMG - Black Mafia Gangsters
KTB - Kearns Town Bloods (55th St.)
North Side Piru/West Side Piru
801 Piru
3rd World Piru
POG - Piru Original Gangster
Big Town Piru
Bounty Hunter Blood
Dead Mafia Bloods
8 Ball Posse
Tiny Oriental Posse
FPS - Familia Por Seimpre
209
MLB - Mexican Latino Bloods
AMG - Armenian Mafia Gangsters

*Some Hispanic gangs choose professional sport's team logos like the LA Rapiers, Kings, Bulls, etc. Dark clothing seems to be popular with most Hispanic gangs, although some Hispanic gangs on Salt Lake City's northwest side claim to be "nortenos" and claim red as their color. Some gangs will wear black as a neutral color.

YELLOW

OBS – Oriental Boys Society
some Oriental gangs
some White Supremacist groups

BROWN

Brown Brotherhood
QVO
Big [Male] Gang/Big West Side
FPSC – Familia Por Sempre Cesnor

BLACK

Diamond Street
21st Street

TAGGING

- I. Tagger crews primarily do graffiti and are not part of a street gang, though some do carry weapons. They usually consist of no more than three individuals who are more interested in street art than violent criminal activities. Taggers are the predominant source of graffiti within Salt Lake County. They typically will not cross out the graffiti of other tagging crews or street gangs. "Battles" or wars, waged between groups of taggers, can create thousands of dollars worth of damage in a single night as tagging crews compete to put up the most graffiti.

- A. Taggers should not be confronted. If possible, obtain information (i.e. clothing, car description, license plate number, etc.) on the culprits unobtrusively and pass it on to law enforcement.
- B. Parents of taggers may find sketch books containing practice art, various types of aerosol spray paint cans, surgical gloves, loose spray can tips, larger markers, stickers, or photographs and video of graffiti. Youth involved in tagging may have paint or marker on their hands, under their fingernails, or on their clothes.

GRAFFITI

- II. Graffiti is used by gangs to claim territory, to make threats, and to challenge rival gangs. When gang members write graffiti in a neighborhood, they are making a statement that the neighborhood belongs to them, to show their loyalty to a gang, or to enhance the reputation of the gang.
 - A. Graffiti falls into two categories:
 - 1. Graffiti that contains gang names reflects rivalries between gangs (TCG, SUR, CHI, AVES, OLG, VLT, LLC, KTB, or QVO); and
 - 2. Graffiti may contain numbers (i.e. 13, 14, 17, 33, 18, or 38) or threats (i.e. CK-Crip Killer, BK, DK, AK, QK, or 187-a threat to kill).
 - B. Parents of taggers may find sketch books containing practice art, various types of aerosol spray paint cans, surgical gloves, loose spray can tips, larger markers, stickers, or photographs and video of graffiti. Youth involved in tagging may have paint or marker on their hands, under their fingernails, or on their clothes.

Appendix K

Board Policy S-5: Dress and Grooming

S-5: Administrative Procedures, Dress and Grooming

Board Policy S-5: Dress and Grooming



REFERENCES

[Administrative Procedures for Board Policy S-5](#)
[Utah Code Ann. §53G-7-801 et seq., School Uniforms](#)

THE POLICY

The Salt Lake City School District Board of Education recognizes that dress and grooming may significantly impact student learning, behavior, health, and safety. Accordingly, the board requires that each school adopt written guidelines for students' dress and grooming in accordance with state law. The board delegates to each School Community Council the authority and responsibility to formulate such guidelines, which may include a recommendation to adopt an appropriate school uniform/standardized dress code. The board neither encourages nor discourages the adoption of a school uniform or standardized dress code that requires distinctive clothing styles and/or colors to be worn by students.

The purpose of this policy is to provide a safe learning environment for all students, free from unnecessary distractions, while respecting an individual's health needs and religious beliefs related to dress and grooming. While parents and guardians are responsible for overseeing the appearance of their children, schools must balance individual rights with the necessity of maintaining a positive educational environment.

The district will set forth its specific processes for implementing this board policy through the accompanying [administrative procedures](#).

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

S-5: Administrative Procedures

Dress and Grooming

REFERENCES

[Board Policy S-5](#)

DEFINITIONS

Dress Code: Set of parameters determined by each school that describes acceptable and unacceptable student apparel.

Gang Symbols: Any article of clothing, badge, sign, lettering, hairdo, jewelry, emblem, symbol, or other personal display or adornment, which is intended by the students, or is recognized or acknowledged by students or the Metro Gang Task Force to designate a gang symbol or to signify affiliation with, participation in, or approval of a gang. (See, S-3: Administrative Procedures, Student Conduct and Discipline, Section IX, and S-3: Gang Signs, Symbols, Signals, Words, and Conduct Prohibited).

Parent: For the purposes of these procedures, parent means a custodial parent or legal guardian of a student.

Uniform/Standardized Dress Code: Distinctive clothing styles and/or specific colors worn by students as a means of identifying them as members of the school community.

Disruption: Reactions by other individuals to the clothing or adornment, which causes the teacher/administrator to lose the attention of students, to modify or cease instructional activities, or deal with student confrontations or complaints.

PROCEDURES FOR IMPLEMENTATION

I. Requirements for all School Dress Codes

- A. In the interest of encouraging positive school spirit, maintaining a disciplined and focused educational environment, and promoting student safety, each school will have dress code governing student dress at school and while participating in school-sponsored activities.
- B. Attire that disrupts the learning environment or creates a safety hazard is not permitted (see, definition of "disruption" above).
- C. When developing or making significant modifications to the original dress code guidelines, the School Community Council (SCC) must allow for sufficient public discussion and input over a period of at least three months.
 1. In general, adding an additional color option for a school uniform, removing an item from the prohibited list and/or adding or deleting a specific item in response to a particular trend will not be considered a significant modification. SCCs must still provide an opportunity for public discussion and input on the proposed change during at least one meeting in which the dress code revision was listed as an agenda item.
 2. A significant modification would include, but is not limited to, revising the consequences or disciplinary actions to be imposed for dress code violations.
 3. For questions about what constitutes a significant modification, please contact the Director of Student Services or the Executive Director of Policy and Legal Services.
- D. The SCC will review the gathered input and draft a proposed dress code for submission to the district.
- E. The dress code should prohibit:
 1. Revealing clothing.
 - a. Examples to consider include clothing that does not cover undergarments (waistbands and bra straps excluded), and clothing that does not provide opaque coverage of an individual's buttocks, genitals, and breasts.
 - b. Students must wear clothing, including both a top and bottom, or appropriate one-piece outfit. Shirts and dresses must have fabric in the front (covering the abdomen), on the sides (under the arms), and in the back (covering the upper and lower back).
 2. Apparel advocating illegal or inappropriate behavior or language.
 - a. Examples to consider include clothing or jewelry that displays obscene, profane, vulgar or pornographic words or images; that advertises or promotes racism, violence, hate groups, or the illegal use of drugs, alcohol, or tobacco products; or contains language, images, or symbols of a sexual/sexist nature.
 3. Head wear.
 - a. Examples to consider include hoods, bandana headbands, wave caps, do-rags, or any other headwear that does not allow the student's face to be visible and/or interferes with the line of sight to any student or staff..
 4. Gang symbols.
 - a. For examples, please see the definition above.

- b. Wearing a specific color by itself will not be cause for discipline, nor will just wearing a cross or Star of David without augmentation or alteration.
 - c. If appropriate, the student must remove suspected gang attire and should be given substitute clothing.
- 5. Bare feet or unsafe footwear.
 - a. Examples of unsafe footwear to consider include flip-flops and bedroom slippers.
- 6. Unsafe apparel.
 - a. Examples to consider include clothing, jewelry, or accessories with chains, cleats, spikes, or studs.
- F. The dress code must be applied uniformly and consistently to all students regardless of gender.
- G. The dress code must include provisions outlining the consequences for dress code violations, and the due process requirements that will be provided when imposing such consequences.
 - 1. Students should never be ridiculed, humiliated, or embarrassed for a dress code violation.
 - 2. School dress code enforcement actions should minimize the potential loss of education time.
 - 3. School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day.
- H. Accommodations/exemptions
 - 1. Accommodations/exemptions must be made for students with documented health or medical issues, or religious beliefs that are substantially affected by the school's dress code.
 - a. Parents seeking an accommodation/exemption must submit a written request or a completed Exemption from School Uniform form to the school office.
 - i. Schools generally may not prohibit the wearing of religious attire or substantially limit religious expression with a uniform requirement.
 - ii. Schools must also reasonably accommodate a student's disability or medical condition as noted in the student's Individual Educational Plan (IEP), 504 Plan, or medical documentation. Any dress code relating to displays of words or symbols of gangs, drugs, alcohol, tobacco, violence, racism, inappropriate language or images, or symbols of a sexual/sexist nature are not subject to waiver.
 - b. The principal will approve or deny the request and inform the parent within five working days of his or her decision.
 - c. If the request is denied, the parent requesting the accommodation/exemption may contact school leadership and support to review the decision.
 - 2. Students who identify as intersex, transgender, and gender nonconforming may also request specific accommodations as outlined in the administrative procedures for Board Policy S-13, Gender Inclusion.
- I. School administrators will submit the school's proposed dress code to the superintendent and school leadership and support for approval.
- J. Upon approval, the school must provide notice of its dress code and the consequences for violating the dress code to parents and students through the registration process, student handbooks, or any other reasonable means.
- K. Principals, or their designees, are responsible for ensuring that the school dress code is consistently and fairly enforced and implemented.
- L. SCC's shall annually review the school's dress code to ensure that it takes into account current trends and reflects the school community.

II. Establishing a Uniform/Standardized Dress Code

- A. Consideration to establish a uniform/standardized dress code (hereafter referred to as "school uniform") may be initiated in one of two ways:
 - 1. The SCC must hold an election to consider a school uniform if an initiative petition, signed by parents of 20% of the school's students, is presented to the principal; or
 - 2. Based on interest expressed within the school community, the SCC may declare its intent to explore the idea of adopting a school uniform with all stakeholder groups in order to determine if there is sufficient preliminary support in the community to warrant further study.
- B. Procedures for making a decision on a school uniform:
 - 1. If the SCC decides to move forward with its consideration of the adoption of a school uniform, the SCC chair and principal will inform the superintendent and school leadership and support of their intentions in writing.
 - 2. In developing a school uniform, the SCC must allow for sufficient public discussion and input over a period of at least three months.
 - 3. The SCC will gather public comments through a variety of methods, including community forums, cottage meetings, additional SCC meetings, PTA meetings, panel discussions, presentations, or surveys.

- a. At least one public hearing must be held.
 4. After reviewing the public's comments, the SCC will determine whether or not to put the decision to adopt a school uniform to a vote of the school community.
 5. If a vote is to be taken, the SCC will develop a proposed school uniform dress code including:
 - a. Descriptions of clothing that is allowed and prohibited, i.e., colors, logos, and styles.
 - b. Accommodation/exemption procedures for students with religious beliefs, or documented health or medical issues (see, Section I(H)).
 - c. Projected costs associated with the uniforms.
 - i. Any uniform must be generic enough to avoid financial hardships on families, and should only include ordinary articles of clothing that are readily available at reasonable prices in local stores.
 - ii. Students are expected to provide their own school clothing, and uniforms are not subject to fee waivers. However, schools should work with local businesses, service organizations, retailers, and parents to ensure that appropriate provisions are made for students of limited means.
 - d. Consequences to students for violations of the school uniform (see, Section I(G)).
 6. School administrators will submit the proposed school uniform dress code to the superintendent, and school leadership and support for approval prior to voting.
 7. If approved, and before the voting begins, the SCC will establish a voting process to include:
 - a. providing ballots to 100% of the parents of students who will be subject to the proposed policy, including incoming grade levels from feeder schools;
 - b. limiting votes to one per family;
 - c. establishing that a decision will be made by a simple majority of those voting;
 - d. determining strategies for increasing the number of ballots returned; and
 - e. tallying the votes.
 8. After the vote has been tallied, the SCC must inform the superintendent and school leadership and support of the outcome and must publicize the outcome to the school community.
 9. If a new policy is adopted, the SCC will inform the parents of the new school uniform dress code at least three months prior to its implementation.
- C. Annual review and discontinuance or modification of school uniform dress code:
1. The SCC will annually review the school uniform dress code.
 2. If the SCC determines that the school uniform dress code needs to be modified or discontinued, the SCC must follow the same procedure as the procedure to initiate consideration of a school uniform dress code. See, Section (A) above.
 3. Procedures for voting to discontinue or modify a school uniform dress code are outlined in Section (B)(7) above.
 4. The review and any modifications will be reported to the school community in the monthly SCC minutes.

Appendix L

Board Policy S-11: Student Electronic Devices in Schools

S-11: Administrative Procedures, Student Electronic Devices in Schools

Board Policy S-11: Student Electronic Devices in Schools



REFERENCES

[Administrative Procedures for Board Policy S-11](#)

[Utah Code Ann. §53A-11-901, Public School Discipline Policies – Basis of the Policies – Enforcement](#)

[Utah Admin. Code R277-495, Required Policies for Electronic Devices in Public Schools](#)

THE POLICY

The Salt Lake City School District Board of Education promotes an environment conducive to teaching and learning. The board recognizes that, depending on how it is used, a personal electronic device may be either a valuable instructional tool or a source of disruption. In order to preserve the teaching and learning environment, the board permits the appropriate use of student electronic devices in accordance with state law and school rules.

The purpose of this policy is to facilitate the appropriate use of personal electronic devices on campus, during off campus school instructional activities, or at any other school event.

The district will set forth its specific processes for implementing this board policy through the accompanying [administrative procedures](#).

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Whitney Banks, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.

S-11: Administrative Procedures

Student Electronic Devices in Schools



REFERENCES

[Board Policy S-11](#)

DEFINITIONS

Electronic Device: Any device used for audio, video, or text communication, or any other type of computer or computer-like instrument.

Reasonable Suspicion: Reasonable suspicion need not be based on a single factor, but on totality of the circumstances; aggregate effect of all information available at time of search; does not require absolute certainty, but only 'sufficient probability,' the sort of common-sense conclusion about human behavior upon which practical people are entitled to rely.

School or School Events: Any hours that make up a school day, during students' individual courses or during the entire period of the elementary/intermediate school day including school-provided transportation to and from curricular activities and extracurricular activities including athletic events, field trips, extended school-sponsored trips, or activities.

PROCEDURES FOR IMPLEMENTATION

I. Use of Electronic Devices

- A. Electronic devices may be used during school or school events as follows:
 - 1. All uses must conform with Board Policy I-18, Acceptable Student Use of Internet, Computers, and Network Resources, and its accompanying administrative procedures.
 - 2. Students may have electronic devices in their possession during the regular school day.
 - 3. The devices must remain out of sight during instructional time AND be turned off OR on a silent mode.
- B. Electronic devices may not be used during school or school events as follows:
 - 1. Unless otherwise instructed by the teacher, electronic devices are not allowed to be used during class, quizzes, tests, or standardized assessments.
 - 2. Picture taking or recording by students is strictly forbidden in school or school activity private areas, such as locker rooms, counseling sessions, restrooms, and dressing areas.
 - 3. Unauthorized audio recordings, capture of images, transmissions of recordings or images, or invasions of reasonable expectations of student and employee privacy are strictly forbidden.
 - 4. Students are prohibited from using electronic devices in ways that bully, humiliate, harass, or intimidate school-related individuals or violate local, state, or federal laws (see, Board Policy G-20, Bullying, Cyberbullying, Hazing, and Abusive Conduct Prohibited). Use of devices in this way may justify disciplinary consequences, including expulsion from school and notification of law enforcement.
 - 5. Use of electronic devices to access inappropriate or pornographic images on school premises is illegal, may have both criminal and disciplinary consequences, and where appropriate, shall be reported to law enforcement.
- C. School handbooks will include specific disciplinary consequences that may be imposed for violations of these procedures.
- D. Students bring electronic devices on school property or to school activities at their own risk. The school is not responsible for borrowed, misused, lost, stolen, or damaged electronic devices.

II. Exceptions

- A. School administrators and individual teachers, in exercising their professional judgment, may make exceptions to these procedures so long as such exceptions are consistent with board policies and school rules. Exceptions may be made based on the following:
 - 1. Medical reasons
 - a. School administrators may give permission for students to possess electronic devices for good cause shown if the devices do not distract from the instructional or education process.
 - 2. Parent request
 - a. Parents may request that a student possess an electronic device on active mode at all times during the school day, with the exception of during course or subject tests and standardized assessments. School administrators shall grant such requests in exceptional circumstances. (Exceptional circumstances may include medical needs or unusual family situations.)

- b. Parents may make requests for an exception based on their belief that allowing their student to use an electronic device will enhance their student's learning, such as for students who would benefit from recording lectures or typing their notes into a personal device.
 - 3. Teacher permission
 - a. A teacher may permit a student to have an electronic device in his or her possession at all times during a regular school day, including during assessments, based on a written 504 plan, an Individualized Education Program, or legitimate circumstances as determined by the individual teacher.
 - 4. Emergency situations
 - a. Students may use electronic devices in situations that threaten the health, safety, or well-being of students (including themselves), school employees, or others.

III. Consequences for Violations

- A. School administrators may take disciplinary action against students who violate these procedures as per Board Policy S-3, Student Conduct and Discipline.
- B. School administrators will notify a parent of a student's violation and any imposed consequences.
- C. Students should receive one warning prior to being disciplined for a minor violation of these procedures.
- D. If students intentionally use or respond to electronic devices during instructional time or during time identified by teachers, electronic devices may be confiscated.
- E. If students do not cooperate with school administrators and/or will not surrender electronic device(s), the school administrator may take appropriate action for the safety and well-being of the student and other students or employees at the school. The school administrator shall notify the parent immediately of any such circumstances.
- F. Law enforcement may be contacted, at the school's discretion, if circumstances warrant such contact.
- G. A school administrator may impose other disciplinary consequences for a student's violation of these procedures in conjunction with violations of other board policies and/or administrative procedures.
 - 1. More than one disciplinary consequence may be imposed, if warranted. Consequences may include, but are not limited to:
 - a. loss of electronic device privileges;
 - b. disciplinary letter;
 - c. in-school suspension;
 - d. suspension; or
 - e. loss of extracurricular or honor privileges or recognition.
 - 2. The consequence for violation(s) of these procedures may vary depending upon the intentional nature of the violation, other disciplinary actions the student may have received, and specific circumstances of the violation.

IV. Notice to Students and Parents

- A. Parents and students shall receive annual written notice of the board policy and these procedures, as well as notice of changes in the policy, in a timely manner and through reasonable means.
 - 1. A copy of the most current policy shall always be available in the main office of the school and shall be posted online on the district website.
- B. Information to parents shall provide clear information of how best to contact students during school or school events in lieu of immediate contact to the student's electronic device.

V. Confiscation and Searching of Electronic Devices

- A. Only licensed school personnel may confiscate student electronic devices.
- B. Licensed school employees are discouraged from searching or reviewing material or numbers stored on student electronic devices except under compelling circumstances in which there is reasonable suspicion to believe the student has violated law, board policy, district administrative procedures, or school rule.
- C. Licensed school employees may search an electronic device for the limited purpose of determining the device's owner.
- D. Schools will do their best to guard and protect confiscated electronic devices, but are not responsible for loss, damage, theft.
- E. If a student's device has been confiscated, designated individuals, upon identification, may retrieve the student's electronic device during school hours or by appointment.
- F. Schools will make a good faith effort to notify parents or designated individuals that an electronic device is in the school's possession and, time and resources permitting, will maintain electronic devices until the end of the school year. Schools will then send the devices to the district's information technology department where they will be wiped of all personal data and subsequently disposed of.

VI. Creative and Innovative Uses for All Electronic Devices

- A. Individual teachers, school employees, and schools are encouraged to use electronic devices creatively to communicate effectively with students and parents and to enhance instruction.
- B. Creative uses might include:
 - 1. notifying absent students of assignments;
 - 2. teachers notifying students of news articles or events that would enhance discussion or student research; and
 - 3. providing immediate feedback to students on written work or assignments.
- C. When using electronic devices, teachers and administrators must exercise good judgment when communicating one-on-one with individual students. All such communications between district staff and individual students must be related to school or school activities.
 - 1. Generally, electronic communications between students and district employees should take place using district provided accounts.
 - 2. Parents have the right to access all electronic communications between their student and a district employee. When feasible and appropriate, the district encourages school staff to include parents in the electronic communications with their students.

High School Handbook

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SALT LAKE CITY
SCHOOL DISTRICT
Your Best Choice

No district employee or student shall be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status. The district is committed to providing equal access and equal opportunity in its programs, services and employment including its policies, complaint processes, program accessibility, district facility use, accommodations and other Equal Employment Opportunity matters. The district also provides equal access to district facilities for all youth groups listed in Title 36 of the United State Codes, including scouting groups. The following person has been designated to handle inquiries and complaints regarding unlawful discrimination, harassment, and retaliation: Tina Hatch, Compliance and Investigations, 440 East 100 South, Salt Lake City, Utah 84111, (801) 578-8388. You may also contact the Office for Civil Rights, Denver, CO, (303) 844-5695.