



**CAREER
ACADEMY
OF UTAH**

POWERED BY STRIDE K12

STUDENT/PARENT HANDBOOK

2023-2024 SCHOOL YEAR

PO Box 71607

Salt Lake City, UT 84171

Phone: (385) 430-0366 / Fax: (801) 702-4918

cau.k12.com

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PARENT AGREEMENT AND STUDENT CONTRACT

Acknowledgment of Expectations Form

___ I understand that by submission of this form I am requesting to enroll my student in a public school with Utah-mandated residency, attendance, and testing requirements that I am expected to meet and failure to meet these requirements may result in a voluntary withdrawal.

___ I understand that full participation in all state-mandated testing is expected on the required dates and at the required location (to be announced), some of which is required for graduation in the State of Utah.

___ Failure to comply with CAU Testing Expectations and Policies may result in ineligibility to re-register for enrollment in the following school years. Students who do not participate in state testing will also receive a letter grade reduction in the core subject area. It is my responsibility to provide transportation for all required testing.

___ I understand that some state testing sessions, as mandated by the state of Utah, may require my child's presence for up to one week at a time & this may change at any time in accordance with requirements set by the state of Utah's Department of Education.

___ I understand that Career Academy of Utah (CAU) is a full-time, public school and that upon acceptance my student may not be enrolled in any other public school.

___ I understand that my child must maintain daily progress & attendance in all courses to be considered full-time. CAU's charter does not support the enrollment of part-time students. Failure to meet Utah's full-time pupil requirements will result in a voluntary withdrawal.

___ I understand that it is my responsibility to secure an internet service provider and computer access for the entire school year. These are requirements for use of the K12 curriculum, the OLS, the OMHS, and participation in live online classes.

___ I understand that as a parent/learning coach, I am expected to act respectfully and courteously at all times; this includes by email, phone, or in person.

___ I understand that my child will be required to attend teacher-led, online learning sessions. I understand that it is my responsibility to ensure that my student is on time for these sessions and attends regularly.

___ I understand, as a Learning Coach/Legal Guardian, that I must meet with staff as required, read and respond to emails and phone calls from CAU teachers and staff in a timely manner, and that I will inform staff in a timely manner if my phone number, address, or emergency contacts change.

By submission of this signed document, I have read, understood, and acknowledged the expectations for enrollment in the Career Academy of Utah for my student, named above. Failure to comply with these expectations and requirements will result in my student's voluntary withdrawal from the Career Academy of Utah.

WELCOME

August 2023

Welcome families,

Career Academy of Utah (CAU) is a school of the future and it's never too early to start preparing students for the future! At CAU, we not only provide the same rigorous academic preparation as other public brick-and-mortar schools in Utah, but we also provide comprehensive career preparation, so students are prepared for life after high school, whether that means college, a career, or both. Our mission at CAU is:

To empower students regardless of zip code to break through the constraints of limited opportunity by fostering academic mastery and providing focused career readiness education to close the skills gap, prepare students for high-paying careers within their communities, and achieve success beyond high school.

At the elementary level, students are exposed to different career pathways through guest speakers, research, and field trips. We link their classroom activities to careers, so students learn early on why their work is relevant to the world outside of school.

In middle school, students can take exploratory courses in different industries to see what piques their interest. They can also join career clubs and participate in activities to learn more about how their interests translate into careers.

In high school, CAU offers career pathways in three different industries: Health Sciences, Manufacturing Production, and Industrial Construction. We help students find internships, prepare for industry certifications, and take project-based learning courses to learn how to solve real-world problems. In addition, we provide career coaching to help them with their resumes, interview skills, and job searches. In addition to in-school career options CAU high school students have the opportunity to participate in concurrent enrollment or to participate in technical programming through their local technical college.

This said, thank you for choosing CAU as your child's school. Our focus and main priority is to meet students where they are and grow them, so they leave our school prepared for the future!

Bonita Teasley, Ph.D.
Head of School

CAREER ACADEMY OF UTAH SCHOOL CALENDAR 2023-2024

Career Academy of Utah Academic School Year Calendar 2023-24

July						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July 26: First Day New Teachers
July 31: First Day Retraining Teachers

August						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 15: First Day of School for Students
August 21-31: BOY Testing
13 student days

September						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 4: Labor Day—No School
20 student days

October						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October 12: Quarter 1 Ends
October 13: Staff PD—Asynchronous Learning
October 19-20: Fall Break—No School
20 student days

November						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November 22–24: Thanksgiving Break—No School
19 student days

December						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 19: Quarter 2 Ends
December 20: Teacher Grading Day
December 20- January 3: Winter Break - No School
December 11-15: MOY Testing
13 student days

January						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2: Teacher Workday - No School Students
January 3: Semester 2 Begins, Students Return
January 15: Martin Luther King Jr. Day—No School
January 16-26: MOY Testing
20 student days

February						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

February 19: Presidents' Day—No School
February 23: Staff PD—Asynchronous Learning
20 student days

March						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March 8: Quarter 3 Ends - No School for Students, Staff Grading Day
March 25-March 29: Spring Break - No School
15 student days

April						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 15–26: Spring Testing Window
22 student days

May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 6-17: EOY Testing
May 24: Last Day of School for Students
May 27: Memorial Day Staff Holiday
May 31: Last Day for Teacher
18 student days

Total Student School Days: 180

- First Day for New Teachers
- First (returning) and Last Day for Teachers
- School Resumes for Students
- No School Students & Teaching Staff
- Last School Day for Students
- Student Testing Dates
- Staff PD, Asynchronous Learning
- Teacher Workday, No School for Students
- Quarter End



CAREER
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OF UTAH

MISSION AND VISION STATEMENT

CAU Vision: CAU empowers students regardless of zip code to break through the constraints of limited opportunity by fostering academic mastery and providing focused career readiness education to close the skills gap, prepare students for high-paying careers within their communities, and achieve success beyond high school.

CAU equips students with skills that allow them to seamlessly transition into a high-demand workforce stream, CAU works directly with business partners throughout Utah, including rural Utah, to foster workforce relationships with industry leaders. Foundational learning proficiency is integrated into early grades, equipping students with the skills they need to develop deep content knowledge in upper-grade levels. Career and interpersonal skills are delivered through Project Based Learning which allows students to engage in learning experiences that are relevant to their futures.

ADMISSIONS

Enrollment Process

CAU is currently serving students in kindergarten through 9th grade. Parents wishing to enroll their children in CAU must:

- Complete the online application and provide all required documents. To apply, go to <https://cau.k12.com/> and click “Enroll Today”. Information provided on the admission application must be current and accurate. Please Note: If misrepresentations are made or incorrect information provided, your student’s application will be deemed as not meeting the requirements of the school and may result in the revocation or halting of enrollment.
- Ensure their student is only enrolled in CAU and not concurrently enrolled in another school, public or private (unless prior permission is given for a junior college).
- Provide a learning coach who understands the curriculum and instructional materials provided by CAU and agrees to continuously supervise and engage in the academic support of the student during regular school hours.
- Have a working phone number, email account, and reliable Internet access while enrolled.
- Understand and agree that students will be enrolled in their age-appropriate grade level unless the previous school has officially approved retention or promotion.
- Understand and agree that the student’s educational program will be under the direction of the assigned CAU teacher(s), lessons provided by the teacher(s) must be completed in the manner and within the timeframes assigned.
- Ensure that their student(s) attend and participate in daily Live in classes, with the webcam enabled, and complete all assignments on the daily plan.

ENROLLMENT

General Information Notice for the opportunity to submit an application and procedures for enrollment at the school is published on the CAU’s website. This information is available beginning no later than sixty (60) days before the CAU’s initial open enrollment period. CAU’s website provides the following enrollment information:

- A description of the procedures for applying for admission to CAU
- The opening date or the school’s calendar
- A description of how a student may transfer from CAU to another charter school or district school

For each enrollment period during which the school accepts applications from students, the CAU shall publicize that it is accepting applications on their website. CAU shall follow the provisions of Utah Code § 53G-6-503, Utah Administrative Code Rule R277-551-5, and Utah Administrative Code Rule R277-472-5, each of which includes requirements related to admissions, enrollment, withdrawals, or transfers.

Past Disciplinary Issues

In accordance with Utah Code § 53G-8-205(3), CAU may deny admission to the school to students who were expelled from the school or any other school during the preceding twelve (12) months. In addition, consistent with Utah Administrative Code Rule R277-472-6, CAU may deny admission to the school to students who have disciplinary procedures pending at their previous school until previous allegations have been resolved.

Parents of students seeking admission to the CAU shall disclose to the school information about their students’ past serious disciplinary actions and criminal convictions. If this information is not disclosed in connection with a student’s application for enrollment in CAU and is discovered after the student is

enrolled in the school, the student shall be immediately suspended until CAU's administration investigates the matter and reaches a final disciplinary decision in accordance with School policy. Situations involving students receiving special education and related services under the IDEA shall be handled in a manner consistent with applicable laws and School policy.

Lottery Policy

- For each enrollment period, if there are more applications for admission in any grade than there are available openings in that grade, CAU will conduct a lottery to determine which students will be admitted to the school. CAU will conduct the lottery electronically and notify accepted students via email or telephone.
- Consistent with Utah Code § 53G-6-502, the following students shall receive preference in CAU's lottery in the following order: a child or grandchild of an individual who has actively participated in the development of CAU; a sibling of an individual who was previously or is presently enrolled in CAU; or a child of an employee of CAU.
- Career Academy of Utah shall not give preference to any student and shall not make any enrollment decision on any basis prohibited by state or federal law, including federal civil rights laws and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"). Specifically, CAU shall not request any student data of applicants other than their name, grade level, and parent contact information prior to the lottery.
- Career Academy of Utah's lottery shall be conducted immediately following the close of the enrollment period each year with additional lotteries held periodically as needed until the desired enrollment numbers are reached. CAU may, at the discretion of the Executive Director, continue to enroll students from the lottery throughout the school year to fill spots left open when students withdraw.

RE-REGISTRATION

Re-registration is required for every enrolled student. The re-registration process must be completed by the Legal Guardian. Parents/guardians will receive a notification email, text, or phone call once CAU is open for Re-registration. In addition, once Re-registration opens for the next school year the Learning Coach will have access to the Re-registration link found in the online school and the parent portal.

IMMUNIZATION REQUIREMENTS

R396-100 states the immunization requirements for attendance at a public, private, or parochial kindergarten, elementary, or secondary school through grade 12.

If you do not have copies of your child's immunization records, your child can 'conditionally' enter school with at least one dose of each required vaccine and be on schedule for subsequent immunizations. If subsequent immunizations are one calendar month past due, the school must immediately exclude the student from school. The school shall routinely review every 30 days the immunization status of all conditionally approved students until each student has completed the subsequent doses and provided written documentation to CAU. Once the student has met the requirements of the rule, CAU shall take the student off conditional status.

A local or state health department representative may exclude a student who has claimed an exemption to all vaccines or to one vaccine or who is conditionally enrolled from school attendance if there is good cause to believe that the student has a vaccine-preventable disease or has been exposed to a vaccine- preventable disease; or will be exposed to a vaccine-preventable

disease as a result of school attendance. The excluded student may not attend school until the local health officer is satisfied that a student is no longer at risk of contracting or transmitting a vaccine-preventable disease.

As proof of compliance with the above immunization requirements, the parent, guardian, or student must present to the school, upon enrollment, an immunization record provided by a licensed physician, registered nurse, or public health official as certification of immunization. It shall transfer this information to the USIIS with the following information: name of student, student date of birth, vaccine administered, and the day, month, and year each dose of vaccine was administered. If the parent or guardian would like to claim an exemption to these rules for medical, religious, or personal reasons, the parent or guardian shall provide the required exemption form(s) in order to enroll a student.

PARENT GUARDIAN RESPONSIBILITIES

Parent Communication Policy

Parent-Teacher communication is a vital cornerstone to maintaining the unique partnership between the school and parents. CAU students are assigned to a homeroom teacher. A student's homeroom teacher develops and fosters a strong relationship with students and has a clear understanding of their strengths and weaknesses. Homeroom teachers support students as needed in collaboration with the other grade level teachers or special program teachers, providing an additional layer of support. Homeroom teachers serve as the student's and Learning Coach's first point of contact for holistic oversight, engagement support, general issues, and communication.

Parents/Learning Coaches are expected to maintain responsiveness to email, newsletters, and phone communication with the teacher and the school. Respectful, productive communication is expected from all CAU staff, and all CAU staff to parents. Parent/Learning Coach phone, text, or email conversations with teachers or CAU staff that include profanity and/or uncontrolled anger or shouting will not be permitted. If parent behavior is disrespectful in this manner, the conversation will revert to written communication only with administration. Professional, courteous two-way communication is always encouraged.

Computer/Internet Back-up Plan

Parents must have a technology backup plan. Computers and the internet do crash or become non-functional. In the event this does occur, communication with your child's teacher becomes critical.

Parents should notify K12 Virtual Schools LLC (Stride K12) customer support at (866) 512-2273 immediately if a school-loaned computer is malfunctioning. Please note that any equipment loaned to students is not guaranteed to be free from hardware failures. It is the responsibility of the parent(s) to ensure an alternative arrangement for submitting and accessing the Online Middle School and High School Courses is made. Parents must have a technology backup plan. Students will not be excused from attendance for any technological problems. If a student is unable to complete work or attend synchronous class sessions for any reason, contact the student's homeroom teacher immediately.

Computer: Any computer will work. Utilize one in the home, or use a family, neighbor, or friend's computer. Seek out the public library or other available agencies.

SCHOOL ONLINE ACCOUNT

The Online School (OLS) is the website that manages your student's live classes, lesson plans, assessments, progress, and attendance. Once enrollment is approved for your student(s) you will receive an email from registration@k12.com directing you to "Set up your account" for the student and learning coach so you can access the Online School (OLS) <https://login-learn.k12.com/#login>. Record the usernames and passwords you create in this process for both student and Learning Coach.

CAU requires separate logins for each student and Learning Coach. Student accounts limit student access to the assessments, answer keys, and the attendance tab intended for the Learning Coach. From the Learning Coach account, Click the "My Account" link on the OLS Home screen to assign *each student* a username and password. For the student to access assessments, the Learning Coach will need to type their password.

Learning coaches must ensure that their student(s) use the student username and password for the OLS, attend and participate in daily Live in classes with the webcam enabled and complete all assignments on the daily plan.

For login assistance or technical issues, please go to <https://www.help.k12.com/s/> or call K12 Virtual Schools LLC (Stride K12) Customer Service at 1 (866) 512-2273.

NEWROW

Newrow is a utility that provides a convenient and reliable way for you to launch your Class Connect sessions and recordings.

What is Class Connect?

Class Connect sessions are live instructional lessons led by your teacher. Class Connect sessions can be accessed at scheduled times and recorded sessions can be accessed on demand.

How do I use Newrow for Class Connect?

Simply click on your Class Connect session in your student account to attend.

Troubleshooting

[Newrow Knowledge Base and Support](#)

[Newrow webcam and audio setup](#)

[Newrow tech test](#)

TRUANCY & ATTENDANCE

Attendance Requirements

To earn attendance at CAU students must log into their Online School accounts each day that CAU is in session, attend live Class Connect sessions and complete all coursework on the daily plan. The Online School tracks the time students spend in the system and is then submitted to the state of Utah. Students are required to participate and engage on the Online School platform for a minimum of 5.5 hours per school day to be considered present for each respective school day. Students may miss school on certain occasions such as illness, medical appointments, family emergencies, and the death of a friend or family member, but these absences must be reported to the school to be considered excused (53A-11-101-105). Absences can be reported [here](#) or by contacting the school office at 385-430-0366.

Attendance Matters: Truancy Prevention Program:

CAU teachers, administrators, and staff work collaboratively to ensure that students are on target to achieve one year of academic growth. We understand that attendance matters and that it is a key component to the success of our students. As a public school, we must adhere to the Utah state statutes for school attendance.

Research shows that increased attendance will improve test scores, graduation rates and overall student achievement. Be sure that your student has excellent attendance habits by logging in daily, attending Class Connect sessions, and completing course assignments. Rewards and certificates will be provided to students for their commitment to attendance.

Truancy

If a student is absent from CAU, it is important that the Learning Coach or Legal Guardian communicate with CAU staff about the absence, so the student does not become truant. Absences can be reported [here](#) or by contacting the school office at (385) 430-0366.

- Students are expected to be logged into the Online School by 7:45am. If a student hasn't logged into the online school by 9am, an automated message will be sent with a reminder to start schooling for the day.
- Students are expected to attend all Class Connect sessions. If a student attends less than 93% of their Class Connect sessions, they may be required to meet with the school administration to be put on an Attendance Success Plan.
- If a student misses three school consecutive school days, CAU will send an email, text, and auto-dialer to notify the Learning Coach/Legal Guardian of the absences.
- If a student misses five consecutive school days, CAU will call the legal guardian to determine the nature of the absence.
- If the absences are excused the student may be placed on an Attendance Success Plan as deemed necessary or no further action may be taken.
- If the absence is unexcused and / or CAU is unable to make contact, a Compulsory Education Violation/Truancy Notification will be sent via certified mail and email requesting an administrative conference with the parent/legal guardian. The goal of the meeting will be to develop an Attendance Success Plan to get the student back on track.
- If a student misses seven consecutive school days, CAU administration will email a truancy withdrawal warning with a reminder to respond to the written meeting request.
- If a student misses nine consecutive school days, CAU administration will email a final truancy withdrawal notification.
- If a student misses 10 consecutive school days, the student will be withdrawn from CAU due to truancy per (R277-419-7).

- If a student is withdrawn for truancy and wishes to re-enroll at CAU, the administration may consider a re-enrollment on a case-by-case basis following a conference with the legal guardian. If the student is withdrawn for truancy a second time, at any point during the second enrollment, the student will not be eligible to re-enroll at CAU.

Student Compliance

A CAU student may be subject to disciplinary action for one or more of the following reasons and will be determined on a case-by-case basis:

- Failure to submit work for each course each week
- Failure to attend scheduled online, synchronous class sessions
- Failure to respond to teacher/administrator phone calls, emails, and/or intervention meeting requests
- Failure to participate in state-mandated testing
- Failure to communicate the change of address, phone number(s) or other contact information
- Failure to maintain academic integrity (i.e., Student logging under parent/guardian account, plagiarism, taking assessments multiple times in a short period)
- Failure to follow Individual Education Plan (IEP) (if applicable)
- Failure to follow other CAU policies
- Allowing an unauthorized person access to a student's K12 Virtual Schools LLC (Stride K12)® online school account. This includes both online and hardcopy curriculum materials.

ACADEMICS

K-5 Elementary School Program Basics

K-5 students will have access to our robust curriculum which includes interactive and engaging online content complimented with textbooks and workbooks to enhance learning objectives. Additionally, students will be given hands-on materials and manipulatives to help bring their lessons to life! K-5 students will also be exposed to careers by way of research projects and field trips that are in line with our career pathways offered for our high school students.

Students who score below grade level on beginning of year assessments will be required to take additional math, reading and/or study skills courses. Students who score below grade level on End of Year assessments and/or have a failing yearly average in English/Language Arts and/or math will be required to remediate during the summer. This will require a potential participation in summer school.

Students are expected to log in to the Online School each day that CAU is in session to complete the following:

- Complete all lessons & assessments on the daily plan
- Attend all Live Class Connect sessions
- Take required tests as scheduled
- Read and Respond to all school communication with the help of the Learning Coach

K-5 Course Requirements

CAU will provide courses in compliance with Elementary Education Requirements according to Core Standards set forth in Utah R277-700-4 for all grade levels K-5 in the following subjects:

- English Language Arts
- Mathematics

- Science
- Social Studies
- Arts: Visual Arts; Music; Dance; or Theater
- Health Education
- Physical Education
- Educational Technology; including keyboarding
- Library Media skills, integrated into the core subject areas
- Civics, and character education integrated into the core subject areas

Progress

Progress in the online school is based on the percentage of mastery of lessons and assessments. Lesson mastery is demonstrated by a score of 80% or above on lesson checkpoints or assessments. OLS progress is calculated by the percent of student's progress to required goals and is prorated to the student's school start date. Students are expected to complete 25% of the curriculum in every course each quarter. This will count as a percentage of the student's total grade.

Teacher Managed Schedule

Student lessons will be scheduled by teachers in the OLS. Lessons will populate on the students' plan each day. Lessons that are not completed on that day will be shown as Overdue until they are completed. Students may have lessons added or replaced throughout the year to allow time for completion of district and school level assessments. Students are expected to follow the lesson plan as it is scheduled. If a Learning Coach or student has any concerns about completing the lessons as scheduled, please reach out to your teacher.

OLS Assessment Scores

OLS assessment scores are based on the actual scores earned on lesson and unit assessments. The OLS assessment score total is calculated by averaging the individual earned scores. If an assessment is retaken, the most recent assessment score will be used in this average. This will count as a percentage of the student's total grade.

Work Samples

All students are required to submit assignments in Reading, Writing, and Math as determined by each grade level and will be part of the Work Sample grades. All submitted work will be evaluated by the student's teacher. Assignments must be submitted by the due date and meet the objectives to earn full credit. Late or unsatisfactory assignments will affect a student's grade. Students who turn in their assignments on or before the due dates may earn extra points at the teacher's discretion. Teacher-graded assignments provide teachers with valuable information about student abilities and comprehension of the curriculum. This will count as a percentage of the student's total grade. Failure to complete work samples on time can result in a score of 0.

Reporting of Grades

Elementary students receive report cards at the end of each semester. Automated progress reports will be emailed to learning coaches on a weekly basis so that parents and guardians can track academic progress. Parents are encouraged to reach out to their student's teacher immediately should there be any grade concerns on report cards or progress reports.

6-8 Middle School Program Basics

Middle school (MS) 6-8 grade students will have access to our vigorous curriculum which includes interactive and engaging online content complimented with textbooks and Project Based Learning to enhance learning objectives.

Additionally, students may be given hands-on materials and manipulatives to help bring their lessons to life! MS students will also be exposed to careers by completing our introduction to online career learning course and our MS careers exploratory courses which will align them to a career pathway that they will start upon entering high school.

Students are expected to log in to the Online Middle/High School (OMHS) each day that CAU is in session to complete the following:

- Complete all lessons & assessments on the daily plan
- Attend all Live Class Connect sessions
- Take required tests as scheduled
- Read and Respond to all school communication with the help of the Learning Coach

6th Grade Course Requirements

CAU will provide courses in line with Elementary Education Requirements according to Core Standards set forth in Utah R277-700-4 for all grade level 6 in the following subjects:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Arts: Visual Arts; Music; Dance; or Theater
- Health Education
- Physical Education
- Educational Technology; including keyboarding
- Library Media skills, integrated into the core subject areas
- Civics, character education integrated into the core subject areas

7th & 8th Grade Course Requirements

CAU will provide courses in line with Middle School Education Requirements according to Core Standards set forth in Utah R277-700-5 for grade levels 7 and 8 in the following subjects:

- English Language Arts
- Mathematics
- Integrated Science
- United States History
- Utah History
- Arts: Visual Arts; Music; Dance; or Theater
- Health Education
- Physical Education
- Digital Literacy
- College and Career Awareness

Students or parents may request a substitute course that contains a similar course requirement and is consistent with the student's plan for college and career readiness. The Local Education Agency (LEA) representative will work closely with the family to determine if the substitute

course meets the above goals. If the LEA representative denies the substitution, an appeal may be made to CAU's Executive Director.

Graded Assignments

All students will turn in assignments for each of their courses. Assignments may consist of discussions, quizzes, written responses, essays, projects, etc. All submitted work will be evaluated by the teacher of the respective course. Assignments must be submitted by the due date and meet the objectives to earn full credit. Late or unsatisfactory assignments will affect a student's grade. Students who turn in their assignments on or before the due dates may earn extra points at the teacher's discretion. Teacher-graded assignments provide teachers with valuable information about student abilities and comprehension of the curriculum.

Academic Advancement in Middle and High School

The Online Middle/High School (OMHS) is designed to collect and record data that substantiates the academic progress of our students. Therefore, it is mandatory that the OMHS be used to enter attendance and assessment data that reflects the standing of the student. The OMHS data serves as the primary tool for determining advancement into subsequent course levels. **It is essential that parent/guardians/Learning Coaches understand that when they agree to participate in CAU, they agree to participate in the program as designed, including documenting regular and appropriate academic progress in the OMHS, participation in regularly scheduled conferences with the assigned teacher, and participation in state-mandated academic assessments.**

Students who score below grade level on beginning of year assessments will be required to take additional math, reading and/or study skills courses. Students who score below grade level on End of Year assessments and/or have a failing yearly average in English/Language Arts and/or math will be required to remediate during the summer.

Reporting of Grades

Middle School students receive report cards at the end of each quarter. Automated progress reports will be emailed to learning coaches on a weekly basis so that parents and guardians can track academic progress. Parents are encouraged to reach out to their student's teacher immediately should there be any grade concerns on report cards or progress reports.

Late Work Policy

Students are responsible for turning in work on time. Students should contact teachers prior to due dates if extensions to assignment due dates are needed. Students who consistently fall behind in turning in work by the due date will be required to attend additional small groups. Turning in work well before the end of each quarter is highly recommended.

Grade Appeal Policy

The student should first discuss the course grade fully with the instructor of the course. This must be done within six weeks after the beginning of the succeeding regular academic semester.

If the matter is not resolved with the student's instructor, an appeal can be made to the academic administrator. The decision of the school administrator will be communicated to the student, the instructor, and the Registrars' Office.

Middle School Students Taking High School Courses

Middle school students who wish to take high school courses must meet certain requirements to qualify for placement. Students may only be placed into high school courses at the beginning of each semester.

Students are not allowed to enter mid-semester. For a middle school student to enroll in a high school level course the minimum requirements must be met:

- GPA of 3.0 or higher
- Completion of middle school courses with a B or higher in subjects where a high school course is requested. i.e., if a student requests to be in a high school Secondary Math I course then 7th and 8th-grade math must have been completed prior with a grade of a B or higher
- Pre-approval by school academic administrator.

Review Process for Middle School Students Placed in High School Courses

Middle school students who are placed in high school courses will have their progress reviewed mid-way through the first quarter of their enrolled semester. Students who are in danger of failing (receiving a D or F grade) will be notified and be given the option of returning to middle school level courses or attempting to improve their grade. Students who are still failing at the quarter progress review will be placed back in 8th grade courses to avoid receiving a failing grade on their permanent high school transcript. Students who are placed back in a mastery-based course may take lesson or unit assessments to catch up to current progress expectations. If a student has already completed the 8th grade level course in a particular subject, they will be given an additional elective (music, art, or foreign language) to meet full-time student requirements.

9-12 High School Program Basics

High School (HS) students will have access to our robust curriculum which includes interactive and engaging online content complemented with virtual and paperback textbooks as well as hands-on materials. Students will attend full-time and must take 7 courses per semester in addition to their homeroom (Finding Your Path). Our school counselor will work with students on course placement and the graduation plan to ensure that students are placed in all courses required for graduation.

Additionally, the counselor will offer guidance on career pathway opportunities that match the student's strengths and interests.

Students are expected to log in to the Online Middle/High School (OMHS) each day that CAU is in session to complete the following.

- Complete all lessons & assessments on the daily plan
- Attend all Live Class Connect sessions
- Take required tests as scheduled
- Read and Respond to all school communication

CAU High School is NOT a “work at your own pace” program. Students must follow deadlines established by their teachers in each course. Teachers are available for student questions and assistance during regular school hours. Teachers respond to student questions within 24 hours (school days only). Turnaround time on assignments is three business days.

Career and College Readiness Education

CAU's Career and College Education Readiness program is dedicated to preparing *all* students for success in postsecondary education opportunities by providing project-based learning, work-based learning experiences, industry certifications, and concurrent enrollment opportunities. Students will participate in career and college awareness, exploration, and workplace experience opportunities. After participating in self-awareness activities through YouScience and Keys to Success, students will be able to identify their interests, abilities, and skills. The interest inventories, skills tests, and aptitude assessments will better prepare students to make an informed decision on College and Technical Education (CTE) Pathway selection and making career/college goals.

High School Pathways

High School offers students three academic CTE pathways to college and career readiness. Our academic team, in partnership with the student and parent, will determine which pathway best serves the individual student's needs. Our students will be prepared for career and college after earning a CAU diploma.

CAU High School *requires* all students to be a Career & Technical Education (CTE) Pathway completer for those who are enrolled in high school for at least 3 years with CAU. Students will choose a pathway and complete 3 CTE credits to graduate with a CAU diploma. Students can complete CTE credit at their local Technical College but must be open to travel and be responsible for their own transportation.

Pathway Opportunities *

- Health Science
- Manufacturing and Production
- Engineering and Technology

* Additional pathway opportunities are being developed. Students may work with the school counselor to participated in pathway opportunities at local technical colleges.

Course Placement

Students in grades 9-12 meet with their counselor each quarter to review their graduation plan. Based on academic need and student graduation requirements, counselors will place students in the appropriate courses.

Reporting of Grades

Students and Learning Coaches can log into the OMHS to check student progress at any time. Report cards are issued at the end of each quarter. Automated progress reports will be emailed to Learning Coaches on a weekly basis so that parents and guardians can track academic progress. Parents are encouraged to reach out to their student's teacher immediately should there be any grade concerns on report cards or progress reports. Transcripts available upon request from the counselor.

Late Work Policy

Students are responsible for turning in work on time. Students should contact teachers prior to due dates if extensions to assignment due dates are needed. Students who consistently fall behind in turning in work by the due date will be required to attend additional small groups. Turning in work well before the end of each quarter is highly recommended.

Grade Appeal Policy

The student should first discuss the course grade fully with the instructor of the course. This must be done within six weeks after the beginning of the succeeding regular academic semester.

If the matter is not resolved with the student's instructor, an appeal can be made to the academic administrator. The decision of the school administrator will be communicated to the student, the instructor, and Office.

CAU Graduation Requirements

Required Courses/Electives	Units
<u>English</u>	<u>4</u>
<u>Mathematics (including Algebra II or higher)</u>	<u>3</u>
<u>Science</u>	<u>3</u>
<u>Social Studies</u>	<u>3</u>
<u>Physical Education</u>	<u>2</u>
<u>Career & Technical Coursework</u>	<u>3</u>
<u>Fine Arts</u>	<u>1.5</u>
<u>Digital Studies</u>	<u>.5</u>
<u>Financial Literacy</u>	<u>1</u>
<u>Electives</u>	<u>3</u>
<u>Total</u>	<u>24</u>

*In addition to the above course work requirements, students are required to be a CTE Pathway completer as defined by Utah State Board of Education to be considered a CAU graduate.

GRADING POLICY

The quickest way to see how a student is doing is by viewing grades in the online Gradebook. Log into the student account, choose the course, and click on Grades. Learning Coaches have access to this information 24 hours a day, 7 days a week. The Gradebook is located on the top right-hand corner of every course home page. Grades are determined by completion and mastery of quizzes, tests, discussions, projects, etc.

Grading Scale

90-100% = A	A = 4.0 grade points
80-89.99% = B	B = 3.0 grade points
70-79.99% = C	C = 2.0 grade points
60-69.99% = D	D = 1.0 grade points

CAU Concurrent Enrollment Plan SY 23-24

CAU provides concurrent enrollment (CE) opportunities for high school students 9-12th. Students should discuss this option with their counselor.

CAU recognizes the value of offering CE opportunities to all students who will be successful in college-level courses.

Eligibility criteria listed below predict student success in a CE course. CE eligibility is restricted to students who meet the following criteria:

- In grade 9, 10, 11, or 12
- A grade point average, ACT score, or a placement score (generally considered to be a B average or 3.0 GPA or ACT score of 22 or higher or a C average or 2.0 GPA for non-General Education CTE courses) or other indicators which predicts the students' likelihood of achieving a B or better in the CE course
- For courses such as math and English, earn an appropriate placement test score or pass prerequisite course(s)

To enroll in a CE mathematics course:

- students must complete Secondary Math I, II, III with a "C" average or better course grade in all three courses; and

- must meet additional institutional prerequisite requirements, if any.
- Current academic year CE participation form authorized by parent/guardian, and CAU
- Counselor/principal and Institution approval to register for Institution credit for CE courses. Institution approval is not required if students do not pay for college enrollment or college credit; and
- Current Plan for College and Career Readiness on file.
- Home schooled students are not eligible to enroll in CE courses. These students may enroll part-time in the local high school they would attend and enroll in CE courses provided they meet the LEA rules and requirements that apply to full-time students who participate in CE. They must have a parent affidavit (Utah Code section 53G-6-703) on file to participate in concurrent enrollment.

The registration form below outlines the criteria for CAU students to take Concurrent Enrollment courses. This is discussed during counselor presentations and in one-on-one conferences with students.

Concurrent Enrollment Registration Form

You have indicated that you are interested in enrolling in a college course while a high school student. USBE provides several options for high school students who meet high school standards to begin college early. The purpose of these options includes promoting content standards, providing academic challenges, and providing access to academic courses that may not be available at a local high school to meet high school graduation requirements. Persons under twenty-one years of age, enrolled in the 9th- 12th grade, who demonstrate academic preparedness, are eligible for concurrent enrollment programs. To enroll at a college or university a student must have completed the minimum course prerequisites and all required assessments.

Student/Parent or Guardian Section: to be completed by student and Parent or Guardian

Student's Name: _____ Grade Level _____ Term _____
 Date of Birth _____ Student District SASID _____
 Phone Number: _____ Email: _____
 Name of Parent / Guardian _____
 College Attending for Concurrent Enrollment _____
 Concurrent Enrollment Course Information:

Subject	Course Number	Title	Credit Hours

Attention Student and Parent or Guardian: Your signature indicates that you wish the above-named student to participate in the Concurrent Enrollment Program and agree to the following:

- CAU recognizes the value of offering concurrent enrollment opportunities to all students who will be successful in college-level courses. In order to set students up for success, CAU requires that a student must demonstrate the necessary academic preparedness to be eligible for concurrent enrollment. Academic preparedness is demonstrated by maintaining grades of "C's" or above in the prior semester's coursework; having no previous failing grade in a concurrent enrollment or AP course; abiding by all CAU Concurrent Enrollment steps and associated deadlines (including the interest survey by October 15th for enrollment in Spring Semester and April 15th for Fall Semester as well as the submission of all required forms by November 15th and May 15th respectively); and choosing to enroll only in courses that align with the student's ILP/ICAP and on-time graduation plan. Further, due to the nature of rigorous standards and advanced coursework in college courses, a student may enroll in 2 college courses a semester, or a total of 6 college credits. Exceptions for enrolling in more than 6 credits may be granted with the counselor and the building administrator's approval.

That advice and counsel regarding such participation has been received from your current high school counselor and that prior to adding, dropping, or withdrawing from a class, you must contact your high school counselor. The course(s) must fit your Individual PCCR and CAU graduation requirements.

In compliance with the **Family Educational Rights and Privacy Act (FERPA) of 1974**, the Student gives permission to _____ (college) to report absences, disciplinary issues, and the release of grades, transcripts, in progress grades, and class schedules to **Career Academy of Utah** for the courses enrolled under the Concurrent Enrollment program. The signatures below indicate authorization of my College Opportunity Fund (COF) to the College and acknowledge receipt of and abidance to the Statewide Agreement between **Career Academy of Utah** (school district) and _____ (college).

- Due to FERPA (Family Education Rights and Privacy Act), college in-progress grades are recorded and reported in the college information management system and are not available in the CPA system until final course grades are reported on the high school transcript. Students are encouraged to self-advocate as much as possible and are encouraged to be transparent with their parent/guardian and share grades and attendance information. To allow a parent/guardian access to speak to the college instructor, the CE student must complete a FERPA form with the college. Once completed, the CE student submits the form to the Registrar's Office of the institution of higher education (i.e., USU). The instructor will verify FERPA completion before meeting with the student and parent/guardian.

Official transcripts must be submitted to CAU for high school credit to be awarded upon the completion of each semester. Transcripts must be sent to rputnam@careeracademyut.org. Without an official college transcript college courses will not be added to the CAU transcript. Further, concurrent enrollment courses will not be approved for the subsequent semester if an official transcript is not received. Credits from the concurrent enrollment class(es) will be transferred to each student's high school transcript in accordance to Carnegie Units. Carnegie Units are defined as 120 hours of class or contact time with an instructor over the course of a year at the secondary (high school) level. Please contact your high school counselor with additional questions.

In signing this agreement, I agree to all information outlined above.

 Student Signature and Date

 Parent/guardian Signature and Date

Email this form to your high school counselor who will complete the remaining information on your behalf.

School Section on Student Eligibility: To be completed by High School counselor/principal.

- This student demonstrates the academic preparedness necessary to enroll in a college level course and complete the assignments for the course.

High School Counselor Signature: _____ Date: _____

High School Principal or CTE Admin Signature: _____ Date: _____

Communication Plan

Counselors hold sessions twice a year during assemblies to go over Concurrent Enrollment options. This allows students to prepare for the upcoming semester with the colleges. During those sessions, students are given the information in the contract along with how to select courses that best support their postsecondary pathway. Teachers who work with students in 9-12th grade will understand the process of enrolling.

Planning for College and Career Readiness

All students will meet regularly with counselors in homerooms, assemblies, and quarterly individual meetings to plan for their unique college and career opportunities.

In addition, all CAU students engage in 7 Mindsets classes in homeroom classes. High school students can earn .25 credit for successfully completing the course each year.

Academic Integrity Policy

Career Academy of Utah holds students accountable for doing their own work. Students who submit work as their own when it is not wholly and completely their own are guilty of cheating and/or plagiarism.

Plagiarism is the deliberate representation of another's words, thoughts, ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise. Cheating can be defined as claiming credit for any assignment or assessment without putting forth the academic effort required for the assignment or assessment. Assisting other students in cheating or plagiarism is also considered academic dishonesty. This includes a child logging in using the parent/Learning Coach account. **Using any Artificial Intelligence generator falls under the same category as plagiarism.**

Here are some clear examples of what can be considered plagiarism and cheating:

- Having a friend or parent help you on a test, even if the friend/parent just explains words or questions to you.
- Copying the words of another source (person or print) without putting those words in quotation marks.
- Using the ideas of another source without giving credit to the source, even if you are using your own words.
- Using books, websites, smartphones, notes, or assistance from other people on tests or quizzes unless your teacher has specifically stated outside material may be used.
- Copying your assignments/tests (in part or in whole) and posting them on help websites like Yahoo Answers or Wiki Answers for assistance with the assignment.
- Talking with others (family, friends, acquaintances, online help sites, etc.) during a test.
- Using the Parent/Learning Coach account

Students will not earn points for work that has been plagiarized. Students will receive an initial warning and explanation from the teacher. Students who are guilty of repeated cheating or plagiarizing will be referred to school administration for breach of the school's Academic Integrity Policy and the school's Code of Conduct will be followed.

- You will not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.
- Your answers will represent your work and *only* your work, free of any outside assistance.
- You will not plagiarize in any way.

- You will not repeatedly attempt the same test multiple times in one sitting to reach a passing grade.

TESTING

State Testing – All Testing Windows Provided by USBE

ACT - Students in grade 11 will take the ACT assessment in English, Math, Reading, and Science in person in the spring of each school year.

Acadience Mathematics - Math assessment is given virtually to students in grades K-6 at the beginning, middle and end of the year.

Amplify – mClass Reading -Reading assessment is given virtually to students in grades K-6 at the beginning, middle, and end of the year.

Benchmark Assessments - Benchmark assessments are given virtually to students in grades 3-9 at the beginning, middle, and end of the year.

KEEP - Kindergarten students take the KEEP exam virtually during the first three weeks of school and during the last four weeks of school. They are assessed on literacy and numeracy.

RISE - Students in grades 3 through 8 will take an English/Language Arts, Mathematics, Science, and Writing assessment in person in the spring.

Utah Aspire Plus - Students in grades 9 and 10 will be assessed in person in the spring window (can mirror the schedule for RISE, but may differ somewhat) in English, Reading, Math, and Science

WIDA - Students in grades K-9 that qualify for English Language Learner (ELL) services will take the WIDA assessment in person between January-March of each school year.

SOCIALIZATION

Events/Field Trips/Activities

To help develop a stronger school community and to assist parents in providing social experiences for their students, Career Academy of Utah hosts events throughout the state. These activities may include School-wide events, field trips, and activities. These events may be attended by any student, regardless of the area in which a family resides. It is Career Academy of Utah's goal to provide quality and educational outings that also promote a social atmosphere.

Parents and/or Learning Coaches, and students are expected to conduct themselves appropriately at all outings. Parents and/or Learning Coaches are required to stay with students during these events and are responsible for supervision of their children at all times.

While attendance is not mandatory, it is a wonderful opportunity to meet other school participants and have conversations about our children, programs, and share practices that work. Outings are opportunities for both the students and parents to socialize. It is our hope that the teachers and parents will work together to plan and implement these activities. Parents are responsible for the cost of transportation and any entrance fees associated with optional outings.

You are representing Career Academy when you attend events. We expect our students to dress appropriately when attending these events. Please review attire before an event and make sure your

clothes do not promote or advocate the use of drugs, alcohol, sexual activity, violence, death, or suicide. It also should be free from demeaning, degrading, or intimidating another because of race, sex, religious persuasions, national origin, disability, or gang membership. Please make sure that apparel isn't too revealing and exposing of undergarments.

Parent Connections

Parents are encouraged to become involved in their school community through participation in outings and clubs and arranging other “non-official” outings with CAU parents. Parents may freely meet and organize unofficial outings as they wish. These outings are not considered “official” outings unless a CAU representative attends.

K12 Zone

K12 Zone is an online socialization chat option monitored by the school. Middle school students can participate in this socialization opportunity the second half of their school day. We encourage students to engage in this platform in a safe, respectful, and responsible manner as the chat is monitored. Engaging in unbecoming behavior will result in inability to use this feature.

Extracurricular Clubs

There are multiple K12 Virtual Schools LLC (Stride K12) wide clubs available to students. These clubs offer wonderful opportunities for students to express and expand their interests as well as interact with other K12 Virtual Schools LLC (Stride K12) students. [Clubs](#) are optional and will not affect a student's grade. Students are welcome to participate in as many clubs as they like but club participation should not affect student's ability to complete schoolwork. If a club meeting is scheduled at the same time as a student required academic class, the CAU class should take precedence. While a student is participating in the club meeting or activity all school code of conduct rules apply.

STUDENT CODE OF CONDUCT

Expected Student Behavior

Introduction

CAU has high expectations of our student's academic and behavioral achievements. Such expectations will only be achieved through combined efforts and cooperation of students, teachers, parents, and learning coaches. Career Academy of Utah's goals are:

- Keep students safe
- Maximize student learning

These goals will only be achieved as each party understands the expected code of conduct. This manual, specifically, will address the code-of-conduct expectations for students.

The Three Expectations

Although behavior expectations will vary with time, location, and situation, the following three general expectations will always apply:

- Be Respectful
- Be Responsible
- Be Safe

Students should learn these well. These three things will always be expected and will be instrumental in achieving CAU's goals of safety and student learning.

Because these three expectations address *general* behaviors alone, the following section addresses some specifics of the three expectations:

SPECIFIC POLICY AND PROCEDURES

Attendance Policy

To earn attendance at CAU students must log into their Online School accounts each day that CAU is in session, attend live Class Connect sessions, and complete all coursework on the daily plan. The Online School tracks the time students spend in the system and is then submitted to the State of Utah. Students must participate and engage on the Online School platform for at least 5.5 hours per school day to be considered present for each school day. Students may miss school on certain occasions such as illness, medical appointments, family emergencies, and the death of a friend or family member, but these absences must be reported to the school to be considered excused (53A-11-101-105). Absences can be reported [here](#) or by contacting the school office at 385-430-0366.

Class Connect Live Sessions

Students are expected to show respect while in live Class Connect sessions with teachers, other students, and CAU staff members. Students should go to the restroom before going to class. Students should be on time, ready to work and on camera. Listening and participating in class are the best ways to show good manners, respect, and most of all, learn!

Disruptive students will be removed from the class. A follow-up call will be held with the learning coach and student to discuss expectations.

Assemblies

Students are expected to show respect to the people performing at our school. Students should go to the restroom before going to an assembly. All students should enter and exit as quietly as possible. Listening is the best way to show good manners and respect for our assembly performers as well as applauding politely.

Disruptive students will be removed from the assembly. Disruptive classes will be asked to return to their classrooms.

Change of Information and Withdrawals

Please notify the school office of any change of address, email, or telephone number. Having a current list of telephone numbers is important in an emergency. We also need to be notified of plans to withdraw a student from CAU. All school property including technology devices must be accounted for before a final report card will be issued.

Parent Advisory Committee

Our Parent Advisory Committee meets every other month to discuss issues and generate ideas to improve student achievement at our school. They help us develop the school's improvement plan, determine the needs of our school, and assist in planning the budget for the Land Trust funds. Meetings are held on the fourth Friday of the month. All parents are invited to attend these meetings.

Student Progress and Parent Communication

Parents will receive weekly notice of their child's progress via email. Report card grades will be given at the end of each quarter for middle and high school students and each semester for elementary students. Learning coaches can also check their student's grades at any time by logging into their learning coach account in the online school.

Teachers, administrators, and counselors will have conferences with parents as needed throughout the year.

Parents have the right to express concerns freely and openly, without fear of retribution from the school personnel. Concerns about the classroom should be brought to the teacher's attention first and then to the principal's attention next.

Student Dress

Students should wear clothing that is appropriate for school. Student dress should be modest, clean, and suitable for the various learning activities going on at school.

If a student's clothing creates a substantial disruption for the student or for the school, parents will be contacted, and the student will be required to change into more appropriate attire.

Electronic Devices

CAU recognizes the value of computers and other electronic resources used to facilitate instruction, but the same devices can disrupt the orderly operations of a school. Consequently, schools have the authority to maintain acceptable use policies regarding electronic devices on school premises, during classes, and at all school-sponsored activities.

Using electronic devices to bully, harass, humiliate, or intimidate students, employees, or staff will not be tolerated. Prohibited uses include but are not limited to the following: illegal activities, threats of any kind, discriminatory, abusive, or disparaging communication, any form of pornography or indecent content, solicitations, or other inappropriate communications regarding sex or sexuality, and grooming.

STUDENT BEHAVIOR EXPECTATIONS

CAU is a place of learning. We believe teachers have the right to teach and students have the right to learn, and no one has the right to be disruptive.

What Happens When You Follow the School Rules?

CAU promotes positive, school-wide behavior, effort, and achievement. Students are continuously recognized for their accomplishments, effort, and appropriate behavior. Within our positive school-wide framework, there are several opportunities for students to be recognized. Here are just a few of these special opportunities:

- Dragon Points – Individual students can earn Dragon Points for following the school rules and values in their daily behavior, and for overall school effort.
- Top Dragon– One child per class is selected each month as the “Top Dragon” These students will be announced at school assembly and recognized in the school newsletter.
- Classroom and Grade Level Recognition and Activities – Teachers and grade-level teams design recognition programs for their students within the school-wide framework of positive behavior management. These vary by teacher and grade level.

What Happens When You Don't Follow the School Rules?

The goal of CAU school-wide management plan is to teach students appropriate behavior for school. Likewise, the intent of the following consequences is to redirect students toward that appropriate behavior.

Safe School Policy

Student and their parents/guardians need to be aware of the zero tolerance violations, which include:

- Any threat or act of violence
- Any racial or sexual harassment
- Any weapon (real, pretend, or look alike)
- Chronic bullying or retaliation for bullying

Student Behavior Support Levels

The following is a general guideline on how infractions are addressed at school, however, all infractions are addressed on an individual basis and the consequences may be adjusted based on the severity of the infraction, the age, level of understanding, and specific needs of the student.

Level 1 Behaviors Handled by Teacher	Level 2 Behaviors Handled by Teacher (Contact Parents, Document as incident in TVS)	Level 3 Behaviors Refer to Principal (Contact Parents, Document as a major incident in TVS by teacher and reported to USBE.)
<u>Be Respectful</u> <ul style="list-style-type: none"> • Teasing others • Negative interaction with peers • Interrupting • Inappropriate Language 	<u>Be Respectful</u> <ul style="list-style-type: none"> • Name Calling • Defiance toward an adult • Swearing • Lying 	<ul style="list-style-type: none"> • Bullying • Sexual harassment • Racist harassment • Physical or specific threat • Using obscenities • Showing severe defiance or assaulting an adult • Fighting • Aggressive throwing • Bring weapons, using items as weapons • Bringing or using illegal substances • Stealing • Vandalizing • Cameras off in Class <p>Chronic Level 2 Behaviors-Demonstrating level 2 behaviors 3 times a week/Consider Behavior Plan</p>
<u>Be Responsible</u> <ul style="list-style-type: none"> • Off task • Breaking dress code • Missing Class Connect sessions or assignments • Side comments in the chat or mic • Misuse of cell phones or laptops • Cameras off in Class 	<u>Be Responsible</u> <ul style="list-style-type: none"> • Cheating • Plagiarism • Stealing • Chronic Absenteeism • Cameras off in Class 	
<u>Be Safe</u> <ul style="list-style-type: none"> • Misuse of school property • Not keeping hands/feet to self at school events • Unsafe running or playing at school events 	<u>Be Safe</u> <ul style="list-style-type: none"> • Misuse of school property • Inappropriate use of technology • Aggressive Behavior <p>Chronic Level 1 Behavior- Demonstrating Level 1 behaviors 3 times a week</p>	

Level 3: Administrator will contact parents to discuss behavior and consequences:

- In-school suspension-The principal assigns part-day and/or full-day in school suspension as necessary to students for repeated inappropriate behavior in the principal’s office.
- Parent Conference-The principal contacts the parents for a parent conference to design a behavioral intervention plan. Teacher(s), the principal, the student, and the parents/guardians attend the meeting.
- Out of School Suspension-The principal may suspend a student from attending school for up to three days for serious violations of school or district policies

As a CAU student, you are expected to follow the rules outlined by the school.

Student Internet Safety

- Do not reveal personal information about yourself or other people. For example, you should not reveal your name, home address, telephone number, gaming handles, photographs of yourself or others to persons outside of the CAU.
- Do not agree to meet in person anyone you have met only on the Internet and who is not affiliated with the CAU.
- Users shall not upload, download, transmit or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using CAU computer resources. This includes copyrighted graphics of cartoon characters or other materials that you found that may appear to be non-copyright protected.
- Avoid sarcasm, jargon, and slang. Swear words are unacceptable. Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.

Do

- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's email addresses.

Parent/Learning Coach Expectations

School staff are partners with parents and families in educating all children. Every parent, guardian and family member of the school community shares in the responsibility for educating children in a safe and productive environment. Every parent, guardian and family members are expected to:

- Understand that the curriculum and its requirements are determined by the school
- Support the school's policies on academic integrity
- Maintain open lines of communication with teachers, team leaders, and administrators
- Be honest in all dealings with the school
- Respect the school's rules, particularly regarding the school calendar, state mandating testing, and the need for children to be in school regularly and on time
- Act respectfully and courteously at all times; this includes by email, phone or in-person

Safe and Respectful Learning Environment: Bullying and Cyberbullying

CAU is committed to providing a safe, secure, and respectful learning environment for all students and employees both virtually and in person at all school facilities, instructional settings, testing sites, and at school-sponsored activities. CAU's bullying and hazing policy is to prohibit bullying, cyber-bullying, hazing, retaliation, and abusive conduct involving students and employees so that there is no disruption to the learning environment and process.

Definitions

For purposes of this policy, “bullying” means a willful act that is written, verbal or physical, or a course of conduct on the part of one or more persons which is not authorized by law, and which exposes a person repeatedly over time to one or more negative actions which is highly offensive to a reasonable person and:

- Is intended to cause or actually causes the person to suffer harm or serious emotional distress
- Exploits an imbalance in power between the person engaging in the act
- Poses a threat of immediate harm or actually inflicts harm to another person or to the property of another person
- Places the person in reasonable fear of harm or serious emotional distress
- Creates an environment that is hostile to a student by interfering with the education of the student
- The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age, national origin, race, ethnicity, religion, gender, gender identity, sexual orientation, physical attributes, physical or mental ability or disability, and social, economic, or family status.
- For purposes of this policy, “cyberbullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, “sexual image” has the meaning of any visual depiction, including, without limitation, any photography or video of a minor simulating or engaging in sexual conduct, or of a minor as the subject of a sexual portrayal.
- For purposes of this policy, “electronic communication” means the communication of any written, verbal, or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer or any similar means of communication.
- A student who is a minor who knowingly and willfully transmits or distributes an image of bullying, electronically or using another means, with the intent to encourage, further, or promote bullying:
 - For a first violation is considered a child in need of supervision.
 - For a second or subsequent violation, commits a delinquent act, for which a court may order the detention of the minor in the same manner as if the minor had committed an act that would have been a misdemeanor if committed by an adult.

Bullying and Cyberbullying are Prohibited in Public Schools. No member of the Board of Trustees, employee of the school district, member of a club or organization which uses District facilities (regardless of whether the club or organization has any connection to CAU), or any student shall engage in bullying or cyberbullying at any school facilities, buildings, on school grounds, or at school-sponsored activities.

Reporting of Bullying and Cyberbullying

Students

- It is the policy of CAU to encourage students who are subjected to, witness, or overhear incidents of bullying and cyberbullying to report such incidents. Students should report any incident(s) of bullying and cyberbullying to a teacher, counselor, or school administrator and are required to fill out a witness statement in person.

Employees

- Any CAU employee who witnesses or receives information about an incident of bullying and cyberbullying at any school facility, on school grounds, in school buildings, or at school-sponsored activities shall verbally report it to the principal or the principal’s designee on the day on which that person witnesses or receives information about the incident.

- No cause of action may be brought against a student, an employee, or volunteer of a school who reports a bullying and cyberbullying incident unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.
- If the principal determines that the report was false and that the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the principal may recommend the imposition of disciplinary action or other measures against the person in accordance with school policies that govern disciplinary action

Notice of Reported Violation of Bullying Prohibition

- The principal or designee shall provide written notice or Email of a reported violation to the parent or legal guardian of the student who allegedly was the subject of bullying or cyberbullying, and to the parent or legal guardian of the student who allegedly committed the bullying or cyberbullying, within one school day after receiving notice of the reported incident.
- The notice must include, without limitation, a statement that the principal or designee will be investigating the reported violation and that the parent or legal guardian may discuss with the principal or designee any counseling and intervention services that are available to the students.
- The notice may not include personally identifiable student information other than the name of the parent's child to whom the notice is addressed and is not required to label the student's alleged role in the incident.

Investigation of the Reported Violation

- If a principal witnesses or receives information about an incident of bullying or cyberbullying, the principal or designee shall initiate an investigation of the incident no later than one (1) day after witnessing or receiving information about the incident.
- An investigation of the incident of bullying or cyberbullying must be completed within ten (10) school days after the date on which the investigation is initiated, and if a violation is found to have occurred, include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation, in accordance with the school's disciplinary policy.

Discipline

- Disciplinary action for violation of the bullying and cyberbullying policy for students is imposed in accordance with the school's disciplinary policy. Any school employee who violates this bullying and cyberbullying policy shall be subject to discipline if appropriate.
- The parent or legal guardian of a student involved in the reported bullying or cyberbullying violation may appeal a disciplinary decision of the principal or designee made against the student as a result of the violation in accordance with school policies.

School Safety Team

The Executive Director of CAU shall develop a school safety team to help develop and maintain a school environment which is free from bullying and cyberbullying. The school safety team shall:

- Meet at least two (2) times a year.
- Identify and address patterns of bullying and cyberbullying.

- Assist the Executive Director or designee in reviewing and strengthening school policies to prevent and address bullying or cyberbullying.
- Assist the Executive Director or designee in providing information to the school personnel, students enrolled in the school and parents of students enrolled in the school about methods to address bullying and cyberbullying.
- Not have access to personally identifiable student information related to bullying and cyberbullying, unless a member of the safety team is a school official with a legitimate educational interest, and then only that particular member may have access.
- Participate in the school’s training regarding bullying and cyberbullying, to the extent that funds are available.

Professional Development

CAU will provide the appropriate training of all administrators, principals, teachers, and all other personnel employed by the school as prescribed by this policy under the heading “Professional Development.”

The Head of School/Executive Director shall develop methods discussing the meaning and substance of this policy with staff to help prevent bullying and cyberbullying.

In addition to informing staff and students about the policy, the Head of School/Executive Director shall develop a plan, including requirements and procedures, to assure that the following professional development be provided to all administrators, principals, teachers, and other personnel employed.

Awareness concerning the various types of bullying and cyberbullying; how the bullying and cyberbullying manifests itself; and the devastating emotional and educational consequences of bullying and cyberbullying.

Training in the appropriate methods to facilitate positive human relations without the use of bullying and cyberbullying so that students and employees may realize their full academic and personal potential.

- Training in methods to prevent, identify, and report incidents of bullying and cyberbullying.
- Methods to improve the school environment in a manner that will facilitate positive human relations.

Methods to teach skills so that students and employees can replace inappropriate behaviors with positive behaviors.

CONDUCT AND COMMUNICATION

Student Code of Conduct

CAU students are subject to the rules and restrictions implemented by CAU and the Student Code of Conduct while on or using school property, at testing sites, while interacting online, and at or traveling to school-sponsored activities. Students enrolled in CAU should be aware of the following guidelines, expectations, and consequences.

Communication

Consistent and cooperative communication provides a vital link between CAU teachers, Learning Coaches, and students. All must work together as a team to maintain positive and open lines of communication. Students are an important part of this team as well. Teachers are available daily via

Student Email, telephone, or on schedule days/times outlined by the teacher.

CAU Staff Communication

- Staff will hold Open Office Hour Class Connect sessions each week.
- Staff will respond to phone or Student Email communication within 24 hours during school days/weeks.

Student Email

CAU's internal email communication system, Student Email, is the primary communication platform for teachers, students, Learning Coaches, and administration. Most of the information needing to be communicated to CAU families will be sent via Student Email. Often, the information is time-sensitive, and many items require a specific response. Learning coaches are automatically cc'd on all emails sent to students.

Acceptable Use Guidelines for the Internet:

- Posting anonymous messages online is not permitted unless authorized by the course's online teacher.
- Impersonating another person is also strictly prohibited.
- Students must use only their own usernames and passwords and must not share these with anyone.
- Students may not interfere with other users' ability to access CAU or disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activities that is associated with their usernames and passwords.
- Students should change their password(s) frequently; at least once per semester is encouraged.
- Students must not publicly post their personal contact information (address and phone number) or anyone else's.
- Students must not publicly post any messages that were sent to them privately.
- Students are not allowed to download, transmit or post material that is intended for personal gain or profit, non-CAU commercial activities, non-CAU product advertising, or political lobbying on an CAU- owned instructional computing resource.
- Students may not use CAU instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on CAU instructional computing resources not specifically required and approved for student assignments.

Due Process to Protect the Rights of Students will Include:

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

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

Dangerous and Disruptive Conduct

The following conduct is considered "dangerous or disruptive conduct" and is always prohibited and places associated with the school. This behavior and any activity that violates federal state, or local law or regulation not included on this list is subject to

school consequences and involvement of local law enforcement. Students with knowledge of dangerous or disruptive conduct must report such behavior to school administration. Failure to do so will subject a student to appropriate disciplinary sanctions.

Aggressive/Assault/Battery

Unlawful physical or verbal attack on another student or staff member. This includes verbal provocation, minor aggressive acts, and placing another person in fear of a harmful attack.

Arson, Burglary, Theft or Criminal Mischief

Willful and malicious destruction or property; entering and remaining on a property that is not open to students; and/or taking or concealing property that belongs to the school or others without permission.

Disorderly Conduct/ Defiance of Authority

Failure to comply with a reasonable request by school staff to abide by rules or follow directions. Conduct that disrupts the educational environment includes profanity, arguing, obscene gestures, or leaving the classroom/site without permission.

Gang-Related Activity

Dangerous or disruptive activity including wearing, displaying, or possession of evidence of gang membership; using a name associated with gang membership; or designating an area for gang activity or ownership.

Sexual Harassment or Offenses

Unwelcome sexual contact or conduct, whether it be verbal or physical. This includes possession or transmission of sexually explicit content and fabrication of sexual harassment charges with malicious intent to defame character.

Technology Use Violation

Inappropriate use of cell phone, computer, camera, internet, or email that violates school policy; federal, state, and local laws; or the privacy of others. Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing “spam” mail, chain e-mail, viruses, or other intentionally destructive content.

Threats

Threatening to cause physical injury to an employee or student, or damage to an educational institution. This includes violations of Utah Code 76-5-107.

Tobacco, Alcohol and Illegal Drugs

Use, possession, sale, purchase or distribution of alcohol, tobacco, and other drugs is prohibited. Use of prescription drugs is not allowed onsite unless approved through medicine administration guidelines listed within this document.

Sabotage

Damaging or defacing school property or personal possessions of others.

Weapons/Dangerous Instruments

Possession, use, sale, or display of any functional or non-functional weapon or instrument capable of causing death or serious physical injury. This includes fireworks and noxious flammable material.

Search and Seizure Policy

School staff understand a student's right to privacy and freedom from unreasonable search and seizure of property as guaranteed under the Fourth Amendment. However, school staff reserve the right to search and seize property when there is a reasonable suspicion that students may possess an item detrimental to the health, safety, and welfare of the student and/or others. This includes personal property such as backpacks, clothing, electronic devices, and other items, and school property.

Restraint and Exclusion Policy

School staff may only use restraint or seclusion techniques in accordance with R432-101-23 if a student presents an imminent danger of bodily harm to self or others and less restrictive interventions appear insufficient to remove the danger. Any use of restraint or seclusion will be documented and reported to the parent in written or oral form.

Due Process and Consequences

School administration shall adhere to the following when investigating a violation of the Student Code of Conduct, including Dangerous and Disruptive Conduct.

Students may be immediately removed from the scene of violation and/or lose access to CAU instructional computing resources, which could result in his/her inability to complete learning activities. A prompt investigation (within 5 school days) will be completed by the school administration. Results of the investigation will be shared with the parent along with disciplinary decision which may include:

- Suspension or restriction from live classes.
- Suspension or expulsion from CAU.
- Involvement with law enforcement agencies and possible legal action.
- If, after an investigation, a student is found to be in violation of this policy by participating in or encouraging conduct prohibited by this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code § 53G-8

Students and families who seek to appeal against the school's decision may do so, in writing, to the Head of School. CAU administration reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to school instructional computing resources. CAU instructional computing resources include any computer, software, or transmission system owned, operated, or leased by CAU.

CAU reserves the right to review any material transmitted using CAU instructional computing resources or posted to an CAU instructional computing resource to determine the appropriateness of such material. CAU may review this material at any time, with or without notice. Email transmitted via CAU instructional computing resources is not private and may be monitored.

CAU assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate, or offensive. CAU assumes no responsibility for any claims,

losses, damages, costs, or other obligations arising from the use of instructional computing resources.

CAU also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of CAU, its affiliates, or its employees. CAU assumes no responsibility for damage to the user's computer system. Nothing in this policy negates any obligation the student and Learning Coach must use the instructional computing resources as required in the Use of Instructional Property Agreement ("Agreement") the Learning Coach or guardian signed as part of the student's enrollment packet. If this Code conflicts with the Agreement, the terms of the Agreement shall prevail. As defined in Utah code 53G-10-205, CAU allows removal from participation in school activities and/or discipline in accordance with regulations of the US Department of Education Office for Civil Rights (OCR).

Discrimination Policy

CAU is dedicated to establishing student/family satisfaction. The following procedure is in place to ensure that designated employees address student/family grievances in a timely manner. CAU prohibits discrimination against students/families based on disability, race, creed, color, gender, national origin, sexual orientation, or religion.

School Property

CAU provides books and other curricular supplies. These materials are school property and must be kept in good condition. Learning Coaches are responsible for the repair or replacement of all lost, stolen, or damaged school property. A list of property that must be returned is available in the OLS. All property and equipment must be returned in good working condition upon withdrawal from the program. All printed materials are copyrighted, and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Learning Coaches are to comply with this policy and all the terms and conditions of the Agreement for Use of Instructional Property submitted with enrollment materials. For questions regarding materials please call 866.512.2273 or visit <http://help.k12.com/support/materials>.

Mobile Devices

The school may contact students and families by phone and will use the numbers given upon enrollment. CAU is not responsible for charges incurred on cell phones or mobile devices.

Network Etiquette

- CAU students are expected to follow the rules of network etiquette or "netiquette". The word "netiquette" refers to common-sense guidelines for conversing with others online. Students and Learning coaches are encouraged to abide by these standards:
- Establish Instant Message usernames and e-mail addresses that are appropriate for the school setting.
- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Avoid using abbreviations or inappropriate contractions.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus responses on the questions or issues being discussed, not on the individuals involved.

- Be constructive with criticism, not hurtful.
- Review messages before sending them. Remove easily misinterpreted language and proofread typos.
- Respect other people’s privacy. Do not broadcast online discussions, and never reveal other people's personal information.

Crisis Plan

In the event of a school wide CAU emergency, you will be notified via email and phone via our automated system. If the emergency directly relates to a specific student, the legal guardian and Learning Coach will be contacted via phone.

In the event of an Online School outage, please complete offline activities until we are functional again. The school office will send automated phone and email messages to alert you when the system is having technical difficulties and when systems are back up and running.

Monitoring

CAU reserves the right to review any material transmitted using CAU computing resources or posted to a CAU instructional computing resource to determine the appropriateness of such material. CAU may review this material at any time, with or without notice. E-mail transmitted via CAU instructional computing resources is not private and may be monitored.

CAU Indemnification Provision

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

Nothing in this policy negates any obligation the student and parent must use the instructional computing resources as required in the Use of Instructional Property Agreement ("Agreement") the parent or guardian signed as part of the student's enrollment packet. If this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

REACHING SOLUTIONS - RESOLUTION MATRIX

Issue	Who to Contact
Address Update	School Office 385-430-0366
Attendance	School Office 385-430-0366
Class Connect Technical Issue	Customer Support 866-512-2273
K ¹² Computer - Content Advisor	Customer Support 866-512-2273

K ¹² Computer - Virus or Malware	Customer Support 866-512-2273
K ¹² Computer -Software Updates	Customer Support 866-512-2273
K ¹² Computer - Keyboard, Mouse and Microphone Issues	Customer Support 866-512-2273
K ¹² Computer - Hardware Failure	Customer Support 866-512-2273
K ¹² Computer - Return Label (UPS)	https://www.help.k12.com/s/article/UPS-Return-Shipping-Labels
K ¹² Computer - Request Computer	Operations Manager 385-430-0320
Course Change	K8-Teacher, HS-Counselor
Course Content - Comments and Minor Errors	OLS Feedback in your Online School
Course Content - Questions and Errors	Teacher
Course Materials – Return Questions	Customer Support 866-512-2273
Course Materials - Shipping, Missing, and Damaged	Customer Support 866-512-2273
Curriculum and Lessons	Teacher
Grades and scores for online assessments and quizzes	Teacher
Online School – Account Set-up and Login	Customer Support 866-512-2273 or www.help.k12.com
Online School - Missing Course	K8-Teacher, HS- Counselor
Online School - Navigation (How to)	Teacher or Customer Support 866-512-2273, www.help.k12.com
Online School –Error Messages	Customer Support 866-512-2273
PDF Links	Customer Support 866-512-2273
State Testing, and other required state testing	Testing Coordinator 385-403-1003
School Community Login	Community Engagement Specialist
School Event	Community Engagement Specialist
Suggestions and Comments	OLS Feedback in your Online School
Transcript Request	School Office 385-430-0366

GRIEVANCE POLICY

CAU is committed to providing an effective means for parents and the community to voice concerns and complaints. In general, the complaint should be received and addressed at the level closest to which the complaint originated. For example, if it involves a teacher, first talk to that individual. If you are still concerned, talk with the principal. Then if you are still concerned, make an appointment to talk with the Head of School/Executive Director.

A grievance is a formal complaint regarding specific decisions made by school personnel. A grievance may be submitted in specific circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted, or violated.

Non-Discrimination Policy

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

Information and Assistance

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

- Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.
- Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal, or physical.

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

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

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

Title IX Coordinator: Dr. Bonita Teasley, Executive Director. Mail: PO BOX 71607, Salt Lake City, Utah 84171- 0607 Email: bteasley@careeracademyut.org Phone: (385) 430-0157

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

SCHOOL PROGRAMS AND SERVICES

English Language Learners Services (ELL)

English Language Learners (ELL) have a right to a comprehensive educational program with high standards provided by trained and knowledgeable staff. CAU is committed to providing equitable access to an educational experience designed to develop academic skills and concepts at the same level as other students.

Translated Materials/Access Statement

CAU may have bilingual staff to provide translation services to accommodate parents and learning coaches. Translated forms can be provided upon request. More options are currently being investigated to provide effective communication.

Special Education and 504 Services

Special education is the provision of services to students with an identified handicapping condition who require specialized instruction and possible accommodations, modifications, and related services to benefit from their education. Like any public school, CAU is responsible for providing a Free and Appropriate Public Education (FAPE) under the federal guidelines of the Individuals with Disabilities Education Act (IDEA). As a charter school, CAU is required to provide access to the curriculum for students in their least restrictive environment. For students with a current Individualized Education Program (IEP), special education teachers and supporting staff members are expected to follow the components within the IEP.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a handicap. CAU has responsibilities to identify, evaluate, and provide access to appropriate educational services if a child is determined eligible. For students with a current 504 plan, the general education teachers are expected to follow the accommodations. If after an investigation, a School employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination, reassignment, or other appropriate action.

The school identified its School Counselors as Section 504 Coordinator of their assigned cohort to assure compliance and appropriate services for all students.

Students who are identified as special education students and served under an Individual Education Plan (IEP) must follow school compliance requirements unless exempt or adjusted within the IEP.

The noncompliant process should be followed consistently for ALL students at the school. When a special education student reaches the last level of noncompliance where the school would normally institute administrative withdrawal, the special education manager needs to be notified and a Manifestation Determination meeting (MDM) will need to be held with the entire IEP team, including parent as mandated by state guidelines. During this meeting, the determination will be made as to whether the student's disability contributed to the non-compliant status, and if so, the IEP can be modified as appropriate to better meet the student's needs. If not, then the noncompliant policy will be followed in the same manner as any other student.

Response to Intervention RTI)

Response to Intervention (RTI) is the process teachers use to address specific student's academic and behavioral concerns. Teachers, students, and families are active participants in the process.

Parents are notified throughout the process and provided guidance on how to appropriately assist in implementing the interventions. Through a three-tiered process, interventions are put into place to aid the student in becoming successful in his/her area of weakness. If the interventions do not positively affect the student or all parties do not see academic improvement, then further testing may be warranted to determine whether a student is eligible for special education services. It is the ultimate goal of the RTI process to identify the child's academic and/or behavioral concerns and match the appropriate intervention. Teachers will work closely with the RTI team to find and implement appropriate scientifically researched interventions. If a parent has an academic or behavior concern for their child, they should first bring them to the teacher's attention to begin the process.

Special Education Related Service

As a student/learning coach, your individual education plan (IEP) team may determine certain related services are required to access and make progress. As a school we are required to supply you with the services that are outlined in your IEP. You have a responsibility to be present for your scheduled appointments with the service providers. However, there are times when appointments are missed or need to be rescheduled. The following steps must be followed when these occurrences happen:

- Set times that you can realistically be available for service with your provider.
- Inform the provider at least 24 hours prior to a missed session or upon immediate discovery that you will not be able to make your appointment and agree to a rescheduled time.
- Failure to contact that provider in a timely manner will result in a referral to the appropriate administrator/designee for further action.

Please remember that these related services were determined as necessary to help you access and be successful with your course of study. Attendance is required. We want you to succeed! Let's work together to make that happen.

GENERAL INFORMATION

Change of Contact Information

Parents/guardians are required to notify the school immediately of any change in name, address, e-mail, phone number(s), emergency contact, responsible adult, or court order designating a change in guardianship. **Appropriate documentation must be submitted to verify any changes to student records.** This information is part of your child's educational record and must be kept current. Please call the Office of the Registrar at: (385) 430-0366.

Withdrawal

Parents/guardians who wish to remove their student from CAU must contact the CAU at (385) 430-0366 and ask to speak to a registrar. The registrar will give further instructions for withdrawal and provide the proper withdrawal paperwork to the Parent/Guardian.

PLEASE NOTE: When a student withdraws prior to the end of the school year, *all items*, regardless of condition, must be returned to K12 Virtual Schools LLC (Stride K12) reclamation services. This excludes student and teacher printed pages.

MEDICATION POLICY

Medication should not be sent to school unless it is required that students take it during the day or if it is imperative that students have access to it.

- If you must have medicine at the school, these procedures are mandatory:
- School staff must dispense the medication.
- Medications are to be sent by a physician's office or brought to school by a parent/guardian.

Medications are not to be brought in by the student under any circumstances.

The medication must be in the original container and have the following information clearly printed on it:

- Student's Name
- Name of the medication
- Dosage
- Time the medication must be taken
- Healthcare provider's name and telephone number

It is the student's responsibility to notify the teacher at the appropriate time to take the medication unless the student has a disability and is unable to do so. Extra medication will not be sent home with you. Your parents or guardian must pick it up. All medications are kept in a secure location with the teacher.

- Students are not allowed to carry any prescription medications on their person with the exception of an inhaler or topical medication.
- A student may only carry and administer his/her medication if these two conditions are met: It is warranted by a potentially life-threatening condition and advised by their physician AND a "Medication Self Administration Form" is signed and on file in the office.
- Unauthorized use, misuse, or unauthorized possession of prescription medication may subject a student to disciplinary action.
- Aspirin, Tylenol, and other patent drugs are not available to students from the school or staff.
- Mental Health
- CAU is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please contact the school counselor for more information related to mental health services and to find mental health services available in your area.

DISCLAIMERS

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) provides parent/guardians and students over 18 years of age ("eligible students") certain rights regarding the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day

the school receives a request for access.

- To request an inspection and review, the parent/guardian or eligible student should submit a written request to the program director that identifies the record (s) they wish to inspect. The program director arranges for access and notifies the parent/guardian or eligible student of the time and place where the records may be inspected.
- The right to request an amendment of the student's education records that the parent/guardian or eligible student believes is inaccurate.

Parent/guardians or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the program director; clearly identify the part of the record they want to be changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the school notifies the parent/guardian or eligible student of the decision and advises him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the parent/guardian or eligible student when notified of the right to a hearing.

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

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

- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W. Washington, D.C. 20202-4605

[Directory Information Notice](#)

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Career Academy of Utah, with certain exceptions, obtain your written consent prior to the disclosure of

personally identifiable information from your child's education records. However, Career Academy of Utah may disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary in accordance with CAU's procedures. The primary purpose of directory information is to allow the school to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary

Education Act of 1965, as amended (ESEA) to provide military recruiters or institutions of higher education, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want CAU to disclose any or all the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the school in writing by emailing Meghan Griffin, meggriffin@k12.com within 30 days of your student's school start date. An OPT OUT form will be provided upon request to be filled out, signed, and kept on record.

Career Academy of Utah has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in

electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user

- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

STUDENT DATA COLLECTION NOTICE

Necessary Student Data

Necessary student data means data required by state statute or federal law to conduct the regular activities of the school.

- Student Name, Date of birth, and Sex
- Parent and student contact information and Custodial parent information
- A student identification number (including the student's school ID number and the state-assigned student identifier, or SSID)
- Local, state, and national assessment results or an exception from taking a local, state, or national assessment (click [here](#) for more information on assessments)
- Courses taken and completed, credits earned, and other transcript information
- Course grades and grade point average
- Grade level and expected graduation date or graduation cohort
- Degree, diploma, credential attainment, and other school information
- Attendance and mobility
- Drop-out data
- Immunization record or an exception from an immunization record
- Race, Ethnicity, or Tribal affiliation
- Remediation efforts
- An exception from a vision screening required under Section 53G-9-404 or information collected from a vision screening described in Utah Code Section 53G-9-404
- Information related to the Utah Registry of Autism and Developmental Disabilities (URADD), described in Utah Code Section 26-7-4
- Student injury information
- A disciplinary record created and maintained as described in Utah Code Section 53E-9-306
- Juvenile delinquency records
- English language learner status
- Child find and special education evaluation data related to initiation of an IEP

Optional Student Data

We may only collect optional student data with written consent from the student's parent or from a student who has turned 18.

- Information related to an IEP or needed to provide special needs services
- Biometric information used to identify the student
- Information required for a student to participate in an optional federal or state program (e.g., information related to applying for free or reduced lunch)

Certain sensitive information on students collected via a psychological or psychiatric examination, test, or treatment, or any survey, analysis, or evaluation will only be collected with parental consent. You

will receive a separate consent form in these cases. See our Protection of Pupil Rights Act (PPRA) notice for more information.

Prohibited Collections

We will not collect a student’s social security number or criminal record, except as required by Utah Code Section 78A-6-112(3).

Data Sharing

We will only share student data in accordance with the Family Educational Rights and Privacy Act (FERPA), which generally requires written parental consent before sharing student data. FERPA includes several exceptions to this rule, where we may share student data without parental consent. For more information on third parties receiving student information from us, see our Metadata Dictionary.

Student data will be shared with the Utah State Board of Education via the Utah Transcript and Records Exchange (UTREx). For more information about UTREx and how it is used, please visit the Utah State Board of Education’s Information Technology website.

Benefits, Risks, and Parent Choices

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

- Choice to request to review education records of their children and request an explanation or interpretation of the records (see our annual FERPA notice for more information)
- Choice to contest the accuracy of certain records (see our annual FERPA notice for more information), potentially leading to the correction, expungement, or deletion of the record
- Choice to opt into certain data collections (see the section above on optional data collections)
- Choice to opt out of certain data exchanges
 - Information that has been classified as directory information (see our directory information notice for more information)
 - Parents of students with an IEP may have their information shared with the Utah Registry of Autism and Developmental Disabilities (URADD). If included in this data exchange, parents will receive a separate notice within 30 days of the exchange, informing them of their right to opt out, per Utah Code Section 53E-9-308(6)(b)
- Choice to file a complaint if you believe the school or its agents are violating your rights under FERPA or Utah’s Student Data Protection Act. If you have a complaint or concern, we recommend starting locally and then escalating to the state and US Department of Education

Your local school district or charter school	Meghan Griffin, CAU Operations Manager Mail: P.O. Box 71607 Salt Lake City, UT 84171 Phone: 385-430-0320 Email: meggriffin@k12.com
The Utah State Board of Education	Report your concern with the <u>USBE hotline</u>
The US Department of Education	Report your concern <u>here</u>

Storage and Security

In accordance with Board Rule R277-487-3(14), we have adopted a cybersecurity framework called the CIS Controls.

FEE WAIVER POLICY

Purpose

CAU adopts this policy to ensure a reasonable fee system to provide educational opportunities for all students. This policy prohibits practices that would exclude those unable to pay from participation in school-sponsored activities as directed by the State Board of Education and Utah State Code § 53G-7-504.

Policy/Definition

Fee: Something of monetary value requested or required by the school as a condition to a student's participation in a school-supported or sponsored activity, class, or program provided. This also includes money or goods of monetary value raised by a student or the student's family through fundraising.

Waiver: Release from the requirement of payment of a fee and any provision in place of fee payment. Students who have been granted waivers or provisions in place of fee waivers shall not be treated differently from other students or identified to persons who do not need such information.

Fee Waiver Provisions

Students may apply for a waiver of any school fees according to procedures set by the Executive Director or School Administration, delegated by the Board to carry out the responsibility of administering this policy.

To ensure that no student is denied the opportunity to participate in a class or activity provided, sponsored, or supported by the school because of an inability to pay a fee, the school provides fee waivers or other provisions in lieu of fee waivers. Fee waivers or other provisions in lieu of fee waivers will be available to any student whose parent/guardian is unable to pay a fee.

Fee Waiver Administration

The designated school Administrator will carry out this policy and review and grant fee waiver requests. The process for obtaining waivers or pursuing alternatives will be administered in accordance with this policy, fairly, objectively, and without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents/guardians. The process for obtaining waivers or pursuing alternatives will create no visible indicators that could lead to the identification of fee waiver applicants.

The process for obtaining waivers or pursuing alternatives will comply with the privacy requirements of The Family Educational Rights and Privacy Act of 1974, 20 U.S.C.123g (FERPA) and Utah State Code § 53G-7-504. The school may not identify a student on fee waiver to students, staff members, or other persons who do not need to know. Generally, teachers and coaches do not need to know which students receive fee waivers, and students may not assist in the fee waiver approval process.

Fee Waiver Eligibility

A student is eligible for a fee waiver if the school receives verification that:

- In accordance with Utah Code § 53G-7-504(4), family income falls within levels established

annually by the State Superintendent and published on the Utah State Board of Education website;

- The student to whom the fee applies receives Supplemental Security Income (SSI). If a student receives SSI, the School may require a benefit verification letter from the Social Security Administration;
- The family receives TANF funding. If a student's family receives TANF, the School may require a letter of decision covering the period for which the fee waiver is sought from the Utah Department of Workforce Services; or
- The student is in foster care through the Division of Child and Family Services or is in state custody. If a student is in state custody or foster care, the school may rely on the youth in care required intake form or school enrollment letter provided by a caseworker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department.

A student who does not qualify for a fee waiver under the previous provisions but who, because of extenuating circumstances, is not reasonably capable of paying the fee may also apply. The school may grant a fee waiver on a case-by-case basis.

The school may charge a proportional share of a fee or a reduced fee if circumstances change for a student or family, so fee waiver eligibility no longer exists.

Fee Waiver Denial Appeal Process

Denial of eligibility for a waiver may be appealed in writing to the School Executive Director or Board within ten (10) school days of receiving a denial notice. CAU shall contact the parent(s) within two (2) weeks after receiving the appeal and schedule a meeting with the School Administration to discuss the parent's concerns. If, after meeting with the School Administration, the waiver is still denied, the parent/guardian may appeal, in writing, within ten (10) school days of receiving notice of denial to the Board.

The school will not maintain copies of any documentation provided to verify eligibility for a fee waiver.

DATA PRIVACY

CAU does not allow students to reveal confidential information. Malicious use of the system to develop programs or institute practices that harass other users, gain unauthorized access to any entity on the system, and/or damage the components of an entity on the network is prohibited.

Users are responsible for the appropriateness of the material they transmit over the system. Harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited. The use of any obscene or pornographic material is prohibited. Students shall comply with any additional rules developed by the school/school district concerning appropriate use of telecommunication and other electronic devices.

The Protection of Pupil Rights Amendment (PPRA) requires that local education agencies (LEAs), in consultation with parents, develop the following local policies concerning student privacy, parents' access to information, and administration of certain physical examinations to minors: These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED).

- Political affiliations or beliefs of the student or student's parent;
 - Mental or psychological problems of the student or student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent; or
 - Income, other than as required by law to determine program eligibility.
- The right of a parent of a student to inspect, upon the request of the parent, a survey created by a third party before the survey is administered or distributed by a school to a student, and any applicable procedures for granting a request by a parent for reasonable access to the survey within a reasonable period of time after the request is received
 - Arrangements to protect student privacy that are provided by the LEA in the event of the administration or distribution of a survey to a student containing one or more of the eight protected areas of information
 - The right of a parent or student to inspect, upon the request of the parent, any instructional material used as part of the educational curriculum for the student, and any applicable procedures for granting a request by a parent for reasonable access to instructional
 - material within a reasonable period of time after the request is received
 - The administration of physical examinations or screenings that the school or LEA may administer to a student
 - The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the LEA in the event of such collection, disclosure, or use
 - The right of a parent of a student to inspect, upon request, any instrument used in the collection of personal information (a student or parent's first and last name, a home or other physical address, a telephone number, or a Social Security identification number) before the instrument is administered
 - or distributed to a student, and any applicable procedures for granting a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

ENGAGEMENT AUTOMATION

Automated messages are sent to learning coaches daily when a student hasn't attended a class session or started course work. Please Note: Families must now act to opt-in before a text message can be sent. The choice must be made in a system by the family, and NOT recorded on their behalf by the school.

Right to Amend

The information in this handbook represents approved state and school-wide policies and guidelines. CAU reserves the right to modify this handbook, amend or terminate any policies or procedures, whether described in it at any time.

Photo Release

The CAU staff understands the importance of privacy; confidentiality is of the utmost importance for all students attending CAU. Parents/guardians must give permission before their child's name or image can be displayed in a public manner. Student files are only accessible to employees.

Child Find

In compliance with state and federal law, Notice is hereby given by Career Academy of Utah that it will conduct ongoing identification activities for the purpose of identifying students who may need special education and related services. Prior to any referral of a student for evaluation, CAU utilizes one or more of the following methods to identify possible exceptional students.

- Annual survey of exceptional children.
- Analysis of school district achievement test / state assessment results.
- Parent/guardian or guardian-initiated referral.
- Referrals to and from other public and private agencies.
- School staff referral.

If a parent/guardian believes that their school-age child may need special education services and related programs, screening and evaluation processes designed to assess the needs of the child and his/her eligibility are available at no cost to the parent/guardian upon written request.

CAU provides for the development and continual analysis of student portfolios. Such portfolios may include written work by students; other demonstrations or performances by students related to specific student performance standards; examinations developed by teachers to assess specific student performance standards; diagnostic assessments; and other measures, as appropriate, which may include standardized tests. Portfolios are available to parents/guardians at conferences or by appointment.

Students with disabilities will participate in statewide assessments one of the three ways as determined by the IEP team:

- Without accommodations
- With accommodations - accommodations provided must be allowable by test given and be used by the students as part his/her educational routine.
- Alternate assessments if required by the State Department of Education.

The results of assessments shall be made available to the professional staff so that they may better understand the strengths and weaknesses of their students.

If a child is identified by Career Academy of Utah as possibly in need of special education and related services, the parent/guardian will be notified of applicable procedures. The Individuals with Disabilities Education Act (I.D.E.A.) intends to provide greater access for children with disabilities to the general curriculum. It is the belief of Career Academy of Utah that most children identified as eligible for special education and related services can participate in the general curriculum to varying degrees with some adaptations and modifications.

Student Records

State and federal policies and procedures will be followed regarding the storage, disclosure to any interested third parties, retention, and destruction of personally identifiable information.

MCKINNEY-VENTO

CAU, in accordance with federal law, will ensure that homeless children in the school have access to a free and appropriate public education. The McKinney-Vento Liaison can provide hygiene supplies, food, backpacks, bus passes, school and other important supplies to students who need them. Computers are offered to students who show proof of income putting them below poverty guidelines and/or who qualify for social security benefits or food stamps.

Procedures:

CAU administration and teachers intentionally seek out any students who are homeless or who require other services to ensure free and appropriate public education by regularly monitoring the identifiers and data sources outlined in this section. Students and records found in this way are escalated to the Career Academy of Utah Operations Manager. Escalations should occur within 24 hours under any one of the following circumstances:

Contact: Meghan Griffin, CAU Operations Manager Mail: P.O. Box 71607, Salt Lake City, UT 84171
 Email: meggriffin@k12.com Phone: (385) 430-0320

Source	Escalate if:
Enrollment Questions	Questions and Answers Report residence questions indicates that student is homeless
Received CUM Files	CUM file from previous school indicates McKinney Vento status
Enrollment Team Notice	Enrollment team notifies Operations Manager of family in need of services or McKinney Vento form completion
Family/Student Onboarding	Family notifies of need in during onboarding/orientation
Parent calls or email	Parent notifies school directly of need (supplies, transportation, etc.)
Teacher Referral	The teacher notifies of discovered homelessness or other need.

Identification

When a student qualifies under the McKinney Vento Act: The student will be accounted for in the SIS system as Homeless/Need Only. Since McKinney- Vento students automatically qualify for Title I services, those students in the grade levels served by our Title I program are offered these services. Since Title I became available all Homeless students are reported to Operations Manager because of their possible Title I participation. Students who qualify under McKinney Vento will be sent a letter by the Operation’s Manager asking if they need any supplies or other materials to assist in their schooling. Student needs will be addressed on a case-by-case basis.

Public Notice

Parents/Guardians will be notified of the educational and related opportunities and rights available to homeless children and youth during enrollment. Guidance on how to acquire the information will be made available via the web site and the McKinney-Vento Act will be noted in the Parent Orientation Guide. Notification/Information will be sent twice annually via weekly updates and/or other e-mail communication.

Training

Homeless Children and Youth Training will be provided to all school staff through Professional Development meetings and an e-mail can/will be distributed to families.

Accountability and Data Collection

Data required to collect:

- Number of Homeless Children and Youth
- Primary Nighttime Residence of Homeless Children and Youth

Nighttime Residence Options

- Doubled Up
- Sheltered
- Unsheltered
- Hotel/Motel
- Unknown (do not usually use this option)
- Other

Communication and Tracking

- The registrar escalates any situations listed above to the Operations Manager within 24 hours of receiving notice.
- School administration contacts the family to assess needs and obtains McKinney Vento form.
- School puts families in contact with resources to help families with their needs.

FOSTER CARE ASSURANCE STATEMENT

CAU complies with the Title I, Part A of the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA) provision, which complement the requirements of the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act) to address foster children needs in its school. Foster Care Contact: Meghan Griffin, CAU Operations Manager Mail: P.O. Box 71607, Salt Lake City, UT 84171 Email: meggriffin@k12.com

TITLE IX

CAU complies with Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C.

- §1681 *et seq.*, which is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities (hereinafter “schools”) receiving any Federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

Career Academy of Utah does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to educational programs and activities. As required by Title IX, the Career Academy of Utah does not discriminate on the basis of gender, in its educational programs and activities. The following person has been designated to handle inquiries regarding the Title IX non-discrimination matters:

- Complaints or questions regarding Title IX and sexual discrimination or harassment should be directed to the CAU's Title IX coordinators: Bonita Teasley at bteasley@careeracademyut.org

CAU Title IX Grievance Procedure Embed Complaint Form

It is the express policy of CAU to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilitates the investigation and resolution of such complaints. A form for such purpose can be found on our website and will also be provided to the grievant. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf.

At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with CAU policy on the Reports of Suspected Child Abuse or Neglect of Children.

The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.

The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.

If after an investigation, the Title IX Coordinator or designee determines that there is reasonable cause to believe that sex discrimination or sexual harassment has occurred, CAU shall take appropriate corrective action to ensure that the conduct ceases and will not recur.

The Title IX Coordinator or designee shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with Career Academy of Utah Title IX principles and goals.

If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the School Board within thirty (30) working days from receipt of the complaint.

The School Board shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.

The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.

Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and CAU will take actions necessary to prevent such retaliation.