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Article X Section I of the State Constitution states that "public schools shall be open to all children of the state, and be free from sectarian control."
Board policy does not advocate, permit or practice discrimination on the basis of race, color, and national origin, sex, handicap, or disability, or any other condition as required by state and federal laws. Equal opportunity is a priority of the Weber Board of Education. Students of the school district shall not be subject to discrimination, excluded from participation in, or denied the benefits of school programs or activities, on the basis of race, color, national origin, sex, handicap or disability. The Board prohibits students from engaging in harassment on the basis of race, color, national origin, sex, handicap or disability. A substantiated charge of harassment against a student or employee shall result in disciplinary action.

Weber School District is committed to working with students and parents to prevent all discrimination and harassment and provide equal access to educational programs and a safe learning environment for all students.

Nothing in this policy precludes a person from exercising his/her legal rights to bring suit in a court of competent jurisdiction for discrimination under Title VI, Title IX, or Section 504 of the Rehabilitation Act of 1973.

1. **TITLE IX**

Weber School District is committed to co-educational programs including physical education and athletic opportunities for both sexes as required by Title IX of the Educational Amendment of 1972. The school district is also committed to educational programs free from sexual harassment of any type.

1.1 Title IX is a non-discrimination statute barring discrimination, harassment, and sexual violence on the basis of sex.

1.2 It is the policy of the school district not to discriminate on the basis of sex including gender identity and sexual orientation, in its education programs, activities and to prevent sexual harassment that creates a hostile environment.

1.3 It is the intent of the school district through this policy to respond promptly and effectively if a school knows or reasonably should know about sexual harassment or sexual violence that creates a hostile environment.

1.4 It is the intent of the school district through this policy to take immediate actions to eliminate sexual harassment or sexual violence, prevent its recurrence, and address its effects.

1.5 Parents of students and students who feel they have been subject to discrimination or harassment under Title IX have a right to an impartial investigation pursuant to the following procedures:
1.5 A. The parent or student (“complainant”) will submit the complaint in writing to the principal of the school. The principal is the school level Title IX coordinator.

1.5 B. The principal or his/her delegates, will conduct an impartial investigation into the complaint. The principal will also notify the District Title IX Coordinator for the principal’s school immediately after an impartial investigation.

1.5 C. The investigation will be conducted in a timely manner. If the investigation takes longer than 5 school days to gather all relevant data, the principal will notify the complainant of the status of the investigation and when he/she can expect a resolution.

1.5 D. At the conclusion of the investigation the principal will respond in writing to the written complaint with the outcome of the investigation.

1.5 E. While federal and state privacy laws limit the disclosure of certain information complainant will be informed of any sanction issued to the person against whom the complaint was filed if the sanction directly relates to the harassed person. (This includes transferring harasser to other classes, order that harasser stay away from harassed student, or separate harasser and harassed in classes, etc.

1.5 F. If the principal finds sexual harassment that is severe, pervasive, or persistent, he/she will work with the District Title IX coordinator to take immediate action to eliminate the harassment, prevent its recurrence, and address its effects.

1.5 G. The parent may appeal the principal’s response (or failure to respond) in writing to the District Title IX Coordinator for the child’s school.

If the above described harassment is perpetrated by an adult employee, volunteer, or agent of the District, rather than submit a complaint in writing pursuant to the above procedures, the student is encouraged to report immediately to appropriate law enforcement and the student’s principal, who will then contact law enforcement if the student has not. If a student is involved sexually in any manner with an adult employee, volunteer, or agent of the District, the student is encouraged to report to the student’s principal and appropriate law enforcement immediately.

The Title IX District Secondary Coordinator is the Supervisor of Secondary Education and can be reached at 801-476-7876.
The Title IX District Elementary Coordinator is the Elementary Supervisor of Education and can be reached at 801-476-7874

2. **SECTION 504 OF THE REHABILITATION ACT OF 1973**

   It is the policy of the Weber Board of Education not to discriminate on the basis of a handicapping condition in its educational programs, activities and employment practices as required by Section 504 of the Rehabilitation Act of 1973.

   2.1 Section 504 of the 1973 Rehabilitation Act is a non-discrimination statue barring discrimination on the basis of a qualified disability.

   2.2 A disability defined under Section 504 is a physical or mental impairment which substantially limits one or more major life activities.

   2.3 It is the policy of the school district not to discriminate on the basis of disability in its education programs, activities, or employment policies as required by law.

   2.4 The Act requires the school district to identify, evaluate, and determine appropriate placement for students with a qualified disability.

   2.5 The District enforces the following procedural safeguards guaranteed under the statute:

      2.5 A. Parents are entitled to notice regarding identification, evaluation, and placement.

      2.5 B. Parents are entitled to examine relevant records.

      2.5 C. Parents or guardians are entitled to an impartial hearing with respect to identification, evaluation, or educational placement. A written request should be made to the school principal consistent with the procedures outlined in Paragraph 2.7 below.

   2.6 The student will be re-evaluated when appropriate.

   2.7 Grievance procedure – if a parent has a 504 complaint:

      2.7 A. The parent will submit the complaint in writing to the principal of the school. The principal is the 504 coordinator at the school level.

      2.7 B. The principal has 5 working days to respond to the written complaint.

      2.7 C. The parent may appeal the principal’s response (or failure to respond) in writing to the District 504 Coordinator. The District 504 Coordinator will conduct an impartial investigation and respond to the parent within 10
working days or at a parent’s request, will conduct an impartial due process hearing as outlined in paragraphs 2.7 D. through 2.7 F. below.

2.7 D. If the parent’s complaint is about the identification, evaluation, or placement of a student, and the complaint is not resolved by the principal, the parent may request an impartial due process hearing before the District 504 Coordinator.

2.7 E. Requests for an impartial due process hearing must be submitted in writing to the District 504 Coordinator within 10 days of receiving a response from the principal.

2.7 F. A hearing will be scheduled with the District 504 Coordinator within seven days of the Coordinator receiving the written request from the parent. Parents are entitled to legal representation.

2.7 G. The decision from the District 504 Coordinator is final.

2.7 G. At any time, a parent may file a complaint with the Office for Civil Rights at:

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

Approved by the Board 11/02/2016
MINIMUM SCHOOL YEAR REQUIREMENTS AND MAKE UP DAYS FOR EMERGENCY CLOSURE

The school year shall consist of a minimum of 990 hours of instruction during 180 school days as required by Utah State guidelines. If a school does not meet this minimum requirement due to emergency closure, make up days will be taken during the scheduled Spring Break beginning with the first day of this break. One day from Spring Break will be taken as a make up day for each day missed due to emergency closure. Should emergency closures occur following Spring Break or if more make up days are required than are available during Spring Break, the school administration will work with the community council and the school and district staff to designate additional make up days to be taken before the end of the school year.

During make up days, the following shall apply:

1. Make up days will include at least four hours of instructional time.

2. Regular bus transportation will be provided based on the school make up day schedule.

3. All staff who would have worked on an emergency closure day will be paid as if they had worked; however, the staff will work on the make up day(s) without additional compensation.

4. Use of personal leave on make up days is strongly discouraged. The negotiated personal leave agreement will apply to make up days including the provisions relating to personal leave before or after a school holiday.

Approved by the Board 01/08/1997
4140  ENTRANCE AGE

References:
Utah State Code [53A-3-402(6)]
Utah State Code [53A-11-1401 through 1404]
Utah State Code [53A-3-402.9(2)]

A child is eligible to enter school in compliance with Utah State Code [53A-3-402(6)] which states, a board may enroll children in school who are at least five years of age before September 2 of the year in which admission is sought.

An exception is given to a military child who was not five years old before September 2 and was enrolled in the year admission is sought and attended a public school in kindergarten or a higher grade as a resident in another state.

Definitions of “military child” and “active duty” as defined in Utah State Code [53A-11-1401 through 1404] are listed below.

“Military child” means a child enrolled in kindergarten through grade 12 who is legally residing in the household of an active duty service member or whose parent or legal guardian is an active duty service member.

“Active duty” means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders.

Upon enrollment in kindergarten, individual assessment of the student’s reading and numeric skills will be completed in compliance with Utah State Code [53A-3-402.9(2)].

Once the child has been enrolled, additional evaluation with regard to school/grade/subject level placement can be recommended if determined desirable by the SEP team involving the school administrator, teacher, parents and other appropriate persons.

Approved by the Board 11/03/2010
4145  BIRTH CERTIFICATES

References:
Utah State Code [53 A-11-503(1)]

Whenever a child enters a school for the first time, regardless of age, the person enrolling the child should be advised that a certified copy of the birth certificate shall be provided as required by Utah State Code [53 A-11-503(1)].

If a birth certificate is not available, other reliable proof of the student’s identity and age, together with an affidavit (a statement made under oath and notarized) explaining why the birth certificate is not available, may be submitted. An affidavit from the parent or person enrolling the student is generally not sufficient. The affidavit needs to come from the Health Department, Office of Vital Statistics, other government agency or reliable third party that can verify the birth and explain why a birth certificate is not available.

Parents have up to 30 days after enrollment to provide the certificate. If the parent fails to comply within the 30 day period, the school will notify the parent in writing that failure to comply within 10 days will result in the case being reported to the police.

Approved by the Board 11/03/2010
4150 SCHOOL ATTENDANCE AREAS

Attendance areas for the various schools of Weber County School District shall be developed. Considerations shall be given to the following:

1. The proximity of students to an individual school.
2. Safety of students.
3. Continuity of instructional programs.
4. Functional capacity of the school.
5. Effects on curriculum and extra-curricular activities
6. Factors determined relevant by the Superintendent or Board of Education

ADJUSTMENT OF SCHOOL BOUNDARIES

The number of students assigned to each school shall be closely monitored. When there is evidence a school boundary adjustment may be needed, the Weber School District Board of Education shall authorize the Superintendent to form a District Boundary Study Team to organize and conduct a Boundary Study. After the study procedures are completed, recommendations will be presented to the Board of Education.

Approved by the Board 03/2000
Policy and Procedures

4151 SCHOOL ATTENDANCE BOUNDARIES

Reference:
Weber School District Boundary Adjustment Guidelines and Procedures

Attendance boundaries for the various levels of schools are designated to provide for the orderly control of the number of students assigned to a particular school. School attendance area boundaries shall be reviewed periodically by the administrative staff and recommendations made to the Board of Education.

The Board of Education endeavors to have an equitable education program in all grade levels. Students are expected to attend the school in their attendance area boundary unless they are permitted to attend another school under the District’s Residency Policy (Including Extra Curricular Competitive Activities) #4160 or unless an Individual Education Plan (IEP) requires attendance at another school.

When a student or the student’s parent/guardian moves out of an attendance area, the student must immediately enroll in the school for the new attendance area unless there is less than one quarter remaining in the current school year or unless they have received permission to remain in the current school under the Residency Policy (Including Extra Curricular Competitive Activities) #4160.

When the Board approves changes in attendance area boundaries, the Board may at the same time provide students with the option of continuing to attend the school in which they are currently enrolled (“Grandfathered Students”) under conditions established by the Board which conditions shall include at least the following:

1. The Grandfathered Student’s parent/guardian is responsible to provide any transportation required for the student to remain in the school for the old attendance area.
2. The Grandfathered Student must have only one year of attendance left at the school for the old attendance area.
3. Siblings of a Grandfathered Student must attend the school in the new attendance area unless permission to attend the old school is obtained under Policy #4160.
4. The ability of Grandfathered Student to attend the school for the old attendance area is contingent on the school having sufficient space to accommodate the Grandfathered Student. If there is insufficient space available to accommodate all Grandfathered students who desire to remain in the old school, the Grandfathered Students who will be allowed to attend shall be selected by random drawing.
5. Any Grandfathered Student who violates school or district rules/policies may at the option of the Principal be required to attend the school for the new attendance area.
6. Principal are not authorized to make exceptions to this policy and any exceptions must be approved by the Student Services Department.

Approved by the Board 11/2007
BOUNDARY ADJUSTMENT LEVELS

Boundary adjustments may be accomplished on three different levels:

Level I. School Boundary Adjustment - There are no students involved in the adjustment areas.

Involves - Principal, Community Council/Parent Teacher Representatives, Secondary and/or Elementary Executive Director and Transportation Director, Local Board member(s) are notified of the change.

Approval - The superintendent gives the approval and the board of education is informed.

Level II. School Boundary Adjustment - A minimal number of students are involved.
A request is directed through the principal(s) in the affected schools.

Involves - Principal, Community Councils/Parent Teacher Representatives, Assistant Superintendent, Secondary and/or Elementary Executive Director(s), Transportation Director and Board Member(s) for the affected school(s).

Approval - The superintendent and board member(s) for the area(s) approve Level II boundary adjustment(s) and inform the board of education of the change.

Level III. Major Boundary Adjustment - This may involve adjustments such as two or more schools, a new school, and/or re-balancing of student enrollments. Adjustments may affect the elementary, junior high and senior high levels simultaneously.

Involves - Those who are designated to participate from Levels I and II in the Boundary Adjustment Procedures.

Approval - The board of education approves Level III boundary adjustments.
PROCESS AND STRUCTURAL ORGANIZATION FOR LEVEL III BOUNDARY ADJUSTMENTS

I Declaration of Boundary Study: The board of education directs administration to initiate a boundary study. Patrons, teachers, and administrators will be notified and a boundary study will be conducted. The board designates a District Boundary Study Team.

II Organization of District and School Boundary Study Teams:

A. District Boundary Study Team

1. Membership: Appointed by the superintendent/or designee and may include but is not limited to persons from the following list. It is recommended that no more than 20 persons be assigned to this team. The team is chaired by the Elementary and/or Secondary Executive Director(s). Membership includes:
   a. Community members from each of the affected schools
   b. Principals from each of the affected schools
   c. Teachers from each of the affected schools
   d. Parent Teacher Representatives from each of the affected schools
   e. Community Council Members from each of the affected schools
   f. Others as appointed by the superintendent

2. Responsibilities:
   a. Serve on the Local Boundary Study Teams
   b. Receive, assess and incorporate community input from the Local Boundary Study Team
   c. Host Open Houses in which the public reviews presentations highlighting the process, boundary change criteria, proposed boundary scenarios, and informally discuss the proposals with those in attendance. District and Local Boundary Study Teams will be available to take additional comments for the final review by the District Study Team.
   d. Submit the recommendation(s) to the school board for consideration

B. School Boundary Study Team

1. Membership: Appointed by the principal/or designee and may include but is not limited to persons from the following list. It is recommended that no more than 10 persons be assigned to this team. Membership Includes:
   a. Local Principal who serves as the facilitator
   b. Community Council Members
   c. Parent Teacher Representatives
d. Two members of the District Boundary Study Team

e. Others as assigned by the principal

2. Responsibilities:
   a. Establish a process and receive input from patrons and the public
   b. Develop and recommend scenarios
   c. Send school and community input to the District Boundary Study Team
   d. Assist in public Open Houses

III. District Facilitator (Elementary and/or Secondary Executive Director)
   
A. Membership - To be appointed by the superintendent /or designee

B. Responsibilities:
   1. Oversee Boundary Study
   2. Facilitate the nomination of community members to serve on the District Study Team
   3. Chair the District Boundary Study Committee meetings
   4. Serve as the communication link among schools, community and the board of education
   5. Present the interim report to the board of education
   6. Present the final proposal to the board of education
   7. Follow up on specific issues that arise during the process
   8. Involve others as needed i.e. transportation department, community relations department

IV. Outline of the Steps for a Level III Boundary Adjustment
   
A. District Boundary Study Team presents recommended scenario(s) to the Board

B. Board approved final boundary adjustment(s)

C. New boundary adjustment is implemented
1. TYPES OF STUDENT RESIDENCY

1.1 Parent or guardian resides in the Weber School District.

Weber School District is the district of residence of a minor child if the custodial parent or non-custodial biological parent (with durable power of attorney) or legal guardian of the child resides in the District.

1.2 The child resides in the District and is one of the following:

   1.2 A. married or emancipated;

   1.2 B. in the custody or under the supervision of a Utah state agency;

   1.2 C. under the supervision of a private or public agency authorized to provide child placement services by the state;

   1.2 D. 18 or older.

1.3 The custodial or non-custodial biological parent (with durable power of attorney) or legal guardian of the child resides within the state but not in the Weber School District boundaries.

A non-resident student may attend school in Weber School District if

   1.3 A. the parent or guardian completes an appropriate boundary exception form and submits it to an administrator at the requested school; and

   1.3 B. the school administrator approves the boundary exception form. Note: appeals of denials will be heard by the District Boundary Exception Committee.

1.4 The custodial or non-custodial biological parent (with durable power of attorney) or legal guardian of the child is not a Utah resident but lives in the United States or its territories.

Weber School District may be considered the district of residence of a minor child although the child's parent or legal guardian is not a resident of Utah if the District Boundary Exception Committee, in its sole discretion, determines that all seven of the following conditions are met and continue to be met.

   1.4 A. The child lives with a responsible adult relative resident of the District;
1.4 B. the child's presence in the District is not for the primary purpose of attending the public schools;

1.4 C. the child's physical, mental, moral, or emotional health would best be served by considering the child a resident for school purposes;

1.4 D. the child is prepared to abide by the rules and policies of the District and the school in which attendance is sought;

1.4 E. a durable power of attorney to the adult relative has been issued;

1.4 F. all requested information has been provided to the District under Section III below; and

1.4 G. space is available under state rules as interpreted by the District Boundary Exception Committee.

1.5 The custodial or non-custodial biological parent (with durable power of attorney) or legal guardian of the child is not a U. S. citizen or legal resident and resides outside of the United States or its territories.

A non-resident student may attend school in Weber School District if all three of the following conditions are met.

1.5 A. The parent or guardian obtains an appropriate visa for the student to attend school;
1.5 B. the appropriate foreign student tuition is paid unless subsidized by the state; and
1.5 C. the student receives approval to attend school from the Weber School District Foreign Student Coordinator.

1.6 If the custodial or non-custodial biological parent (with durable power of attorney) or legal guardian is a U. S. citizen or legal resident residing outside of the United States or its territories, the student who is a U. S. citizen may attend a school in Weber School District if approved by the District Boundary Exception Committee but may be required to pay tuition.

1.7 Students whose custodial or non-custodial biological parent or legal guardian is not a Utah resident but lives in the United States or its territories may attend District schools by paying tuition designated for that year and receiving permission from Student Services. In granting permission, Student Services will determine that the following conditions are met.

1.7 A. The child is prepared to abide by the rules and policies of the District and the school in which attendance is sought;
1.7 B. a durable power of attorney to a responsible adult has been issued;

1.7 C. all requested information has been provided to the District under Section III below; and

1.7 D. space is available under state rules as interpreted by the District Boundary Exception Committee.

2. DEFINITIONS

2.1. "Responsible Adult Relative" means a grandparent, sibling, aunt, or uncle who is a person at least 21 years of age and is determined by the District to be willing and able to provide reasonably adequate food, clothing, shelter, and supervision for a minor child.

2.2 Durable Power of Attorney

2.2 A. The party with legal custody of the child grants the custodian full legal authority to take any appropriate action, including authorization for educational or medical services in the interest of the child and is in effect until revoked in writing; and

2.2 B. both the granting party and the party receiving the power of attorney will

2.2 B (1) assume responsibility for any fees or other charges relating to the child's education in the District; or

2.2 B (2) provide the District with all financial information requested for purposes of determining eligibility for fee waivers if eligibility is claimed.

3. ADDITIONAL INFORMATION NEEDED WHEN SEEKING RESIDENCY UNDER (Section 1, items 1.4 – 1.7)

In deciding whether to consider a child a resident of the District under a durable power of attorney, the District Boundary Exception Committee will require the child’s transcript and may require the following:

3.1 a parent or guardian release allowing access to all school records;

3.2 a statement signed by both the parent or legal guardian and the child listing any suspensions, expulsions, or major disciplinary proceedings past or currently pending against the student;

3.3 a certificate from the police authorities where the child has lived the past two years stating whether there have been any criminal charges filed against the child and whether the child is currently the subject of criminal investigation;

3.4 a parent or legal guardian release for the District allowing full access to all criminal records where the child has lived the past two years;

3.5 other information or documentation deemed appropriate by the District Boundary Exception Committee.
4. SCHOOL OF ENROLLMENT

A resident student shall attend the assigned school established by district boundary decisions unless the student satisfies the School Enrollment Option Requirements adopted by the District administration.

5. SCHOOL ENROLLMENT OPTIONS FOR WEBER SCHOOL DISTRICT EMPLOYEES

Employees of the District (20 hours per week or more) may have the option to enroll their children at the school where they work. These students are considered to be boundary exceptions and are subject to rules, requirements, and limitations of other boundary exception students. Enrollment in an all day kindergarten program would not be an option unless the parent/guardian lives within the school boundaries.

These students must follow all school rules and their presence must not interfere with the normal operation of the school.

6. DISTRICT BOUNDARY EXCEPTION COMMITTEE

The Board of Education designates the District Boundary Exception Committee to hear appeals from denials under the District's School Enrollment Option Requirements. The decision of the District Boundary Exception Committee shall be upheld in any later proceedings unless the Committee's decision is found, by clear and convincing evidence, to violate applicable law or regulations, or to be arbitrary and capricious.

7. EXTRA CURRICULAR COMPETITIVE ACTIVITIES

Secondary students who are admitted under student residency options as described in section I, items C-G are not eligible to compete in extracurricular competitive activities (defined as athletics, drill team, adjudicated activities and cheerleading) for one year after their first day of attendance (except under first entry as defined below). In addition, the student must comply with Utah High School Activities Association guidelines.

7.1 First Entry in High School: A student enrolling in high school for the first time (10th graders or 9th graders trying out for sports at the high school) will be deemed residentially eligible for interscholastic activities even if that first entry is at a school not within the student’s residential area.

First Entry is established in the ninth grade for any student who participates on or tries out for a high school level team while enrolled in the ninth grade.* A student in those circumstances has four (4) years of eligibility. Initial eligibility is established for all other students in the tenth grade. Those students have three (3) years of eligibility. Students must meet all other residency requirements established by UHSAA.

*Consistent with Policy 4511, a ninth grade student who participates on a high school level team may not also participate on a junior high school team in the same sport during the same year.
7.2 First Entry in Junior High: A student enrolling in junior high for the first time (7th grade) will be deemed residentially eligible for extracurricular activities even if that first entry is at a school not within the student’s residential area.

7.3 All sanctioned activities’ appeals will be through the Utah High School Activities Association. Other non-sanctioned activities’ appeals will be through the District Office Standards Committee.

Approved by the Board 04/18/2015
ATTENDANCE POLICY

The student is responsible to be present in class and the "parent, guardian or other person having control of any minor between six and eighteen years of age shall be required to send such minor to school during the regularly established" school day in the attendance area of residence.

Students are expected to be in school in each class each day unless properly excused by their parents, administrator, or teacher. A student not properly excused will be considered truant.

Attendance shall be checked carefully in accordance with State and District pupil accounting regulations and procedures and individual building practices. Students not accounted for shall be reported to the office so that a check can be made as to their whereabouts. Teachers must check attendance in their own classes. THIS IS ONE RESPONSIBILITY THAT MUST NOT BE DELEGATED TO A STUDENT.

1. A roll will be kept and marked by the teacher for each class period.

2. Every reasonable attempt will be made to contact parents when the student misses class time. A record will be kept of this contact.

3. Parents may excuse students for illness and/or family emergencies. A student who is absent will provide the school with an excuse from the parent or guardian. Administrators may require appropriate verification of absences. School sponsored activities and pre-arranged educational experiences must be approved by the school administration.

4. When parents request to have their children excused from school for reasons other than illness or family emergency, arrangements for such absences must be made in advance. School personnel may provide assignments for students and may also allow examinations to be made up. All such cases shall be handled on an individual basis.

5. It is the student's responsibility to work with the teachers in making up work for absences. Individual schools may set the time to be allowed for make-up work. A student who has been absent from class has lost some of the content of the course. If credit is in jeopardy due to content lost, the teacher will be responsible to inform the student and the parent or guardian in sufficient time for corrective action to take place.

6. Truancies will be referred to the school administration for appropriate action. Excessive truancies may result in district and/or juvenile court referral. (Truancy: An absence without the permission of parents and school.)

7. Tardies will be handled by individual teachers through student conferences and/or contact with parents. When additional assistance is needed, students may be referred to an administrator.
HIGH SCHOOL CITIZENSHIP/ATTENDANCE POLICY

References:
Weber School District Attendance Credit Makeup Procedure Guidelines

1. Objectives

1.1 Students should realize the importance of education for a quality life for themselves and the healthy future of a society. It is in the best interest of students and the community for attendance at schools to be as high as possible.

1.2 The intent of this policy is to increase opportunity for learning and accomplishment. It is to be administered consistently with that intent and in the best interest of students.

1.3 Expectations of appropriate attendance and behavior should be consistent with, and prepare students for employment experience.

1.4 To recognize and provide incentives for appropriate attendance and behavior.

2. General Information

Graduation in Weber School District includes both academic requirements (consistent with state graduation requirements) and citizenship/attendance requirements. Citizenship/attendance requirements are as follows:

2.1 Students can earn .25 units of attendance credit in each class for each term.

2.2 Students will also receive a total of .25 units each term of teacher/administrative citizenship credit. This will automatically be awarded unless lost as a result of behavioral infractions on campus or at school sponsored activities. This credit will be determined by the administration for school-wide citizenship; however, teachers may work with administrators and parents to affect this credit as a result of classroom citizenship. (To illustrate: a student on an eight period high school schedule may earn .25 units of attendance credit in each class which equals 2.00 units plus the .25 teacher/administrative citizenship credit for a total of 2.25 units per term.)

2.3 A student may lose no more than a total of .75 units of citizenship credit and/or attendance credit during their three years of high school in order to graduate.

2.4 Teachers will also establish a citizenship grade for each class (Honors - 4.0, satisfactory - 3.0, needs improvement - 2.0, or unsatisfactory - 0) for student and parent information. These grades do not affect citizenship or attendance credit for graduation but are for parent information, and the "citizenship passport" reward program. If inappropriate classroom behavior is of a serious or continual nature
the teacher may refer the situation to an administrator. The .25 credit of teacher/administrative citizenship credit may be affected as a result.

3. Attendance Credit

3.1 Five absences during any term may result in a loss of .25 units of attendance credit.

3.1 A. Allowances may be made for prearranged absence, students experiencing a long term illness, or absences incurred for circumstances beyond the student's control. If attendance credit is in jeopardy due to absence or tardies, the teacher is responsible to inform the student and parent or guardian in sufficient time for corrective action to take place.

3.2 Tardiness. Attendance credit may not be awarded if the student has five or more unexcused tardies. Teachers have the option of allowing tardies to be made up.

3.3 Truancy. Truancy is defined as being absent without parent, teacher, or administrative approval. A second truancy during the term will result in a loss of attendance credit in affected classes.

4. Citizenship Credit

4.1 Classroom behavior shall be appropriate and not disruptive. Behavior problems are referred to the administration using established procedures. An uncorrected series of negative behaviors or one serious incident of negative behavior may result in loss of teacher/administrative citizenship

4.1 A. Obvious disrespect for school authority or staff members.
4.1 B. Repeated use of vulgarity or profanity.
4.1 C. Direct and willful disobedience of school rules and policies.
4.1 D. Possession, use, or being under the influence of a controlled substance, or possession or use of tobacco.
4.1 E. Fighting.
4.1 F. Theft or destruction of property.

5. Review Procedure

5.1 Students may appeal questions of citizenship/attendance credit to the administration as unusual situations arise during the term or;

5.2 A review committee is established in each school by the principal and consists of an administrator, two teachers, a parent, and three students. The purpose of this committee is to review, at the conclusion of each grading period, the requested appeal of students who did not meet requirements for credit. Requests must be made in writing and may not be submitted later than 25 school days following the
end of the term in question. The committee takes into consideration the student's past history, productivity in class, attendance records, reasons for absence, recommendation of teachers, etc. The following procedural guidelines apply:

5.2 A. The committee is chaired by the administrator who also serves as spokesperson.
5.2 B. Each member of the committee has one vote.
5.2 C. Voting is done by secret ballot.

6. Credit Make-up

6.1 Under the direction of the administration, students who need to earn additional citizenship credit may do so in one or more of the following ways:

6.1 A. Attend a special evening citizenship class once each term. This class is 3 hours per session for 3 sessions. The student will earn .25 units of citizenship/attendance credit. There is a charge associated with this class.
6.1 B. Each school may develop individualized alternatives for make-up under the direction of the school administration and with approval of the students, parent or guardian. Depending on the option developed, there may be a fee associated with the alternative.

7. Recognition and Incentive for Appropriate Attendance and Citizenship

7.1 Each high school will establish positive programs to encourage, promote and recognize appropriate attendance and behavior.

8. Special Notes

8.1 Students who are habitually unable to be in compliance with this policy will receive administrative or counselor intervention. The student will have the opportunity to be involved in various available options.

8.2 Students with special needs may have different citizenship/attendance requirements as spelled out in their individual or student educational plan.

8.3 Each school will establish an attendance advisory committee consisting of administrators, teachers, parents and students to monitor the attendance policy and recommend improvements.

Approved by the Board 6/1996
In Weber School District all attendance credit loss over .75 must be made up before graduation and to meet eligibility requirements for athletics, team events, student government, and all other activities in which students represent any WSD High School. Students who need to make up attendance credit loss (more than .75 overall credit loss), are required to accomplish community service requirements. Every 10 hours of community service (off campus) worked will reinstate .25 attendance credit. Community service credit will be awarded after necessary fees are paid to the bookkeeper. A $15 fee is charged per .25 attendance credit loss, with a maximum limit of $90 fee for a student’s high school career. The receipt for payment of these fees must be attached to the community service credit sheet/contract obtained from the school attendance coordinator.

**Guidelines:** Community service hours and other attendance recovery options can only be made up at pre-approved sites and must be pre-approved by the attendance coordinator.

- The attendance coordinator may contact any person/organization associated with attendance credit make-up to verify a student’s performance and/or hours worked.
- Community service hours worked at a non-approved site will not count toward attendance credit make-up. Hours worked must be on-site, in the presence of the approved supervisor, and work cannot be taken home to complete.
- Approved supervisors cannot be related to the student nor have a personal connection to the student/family.
- Students may not miss any class time to make up hours. If this is the case, the hours worked while the student was missing class will not be counted.
- Only 100 hours will be accepted at any one site/organization.
- Students may not receive pay or other benefits for hours worked.
- Organizations must be non-profit and community based.
- Hours worked must be documented on the school’s community service credit sheet/contract and signed by the pre-approved supervisor.
- All work completed for a teacher or school must be turned in during the quarter the work is completed.

**Attendance Recovery Options:** (Note: all options may not be offered at each school)

- **Parent/Teacher Conferences:** Pre-approved from the attendance coordinator. Students may earn .50 for volunteering. Offered during 2nd and 3rd terms only.
- **Attendance Credit Recovery Class:** Offered 4 times per year. The class will consist of 15 total hours and will restore up to 1.50 of attendance credit loss. This class may be taken two times per school year.
• **Clean Quarter:** A student attending one quarter without losing attendance credit for absences/tardies in any class may restore one full previous quarter of attendance credit loss (.25). This make up option may be used more than once. If you are a SENIOR, the clean quarter does not apply during 4th quarter. There is no limit to the amount of “clean quarters” that can be earned! Clean quarters must however be earned during the year in which they are used to restore attendance credit loss.

• **Two Weeks Perfect Attendance:** 10 consecutive school days with no absences or tardies. Restores .25 of attendance credit loss. May be used multiple times.

• **School Marathon Events:** (ie. Walk/Run/Crawl, etc. (typically, the running number or a stamped form after the race must be turned in.)

• **PTSA Event Volunteers:** Students may volunteer up to 60 hours maximum.

• **Career Day Attendance/Participation:** Attend the school sponsored career day. Valid for 20 days after completion.

• **School Service Hours:** To encourage students with attendance issues to “give back” to the school/district. These activities include but are not limited to...cleanup after games/activities, weeding and planting, etc. (Can be done at any school within WSD.)

• **Fundraisers:** Any fundraiser that involves the exchange of a product, ie. food items, certificates etc. will not be allowed for community service hours.

**Other volunteer places/work options:** local library, local museums, Weber County Parks Department, Weber County Nutrition, Eccles Art Center, Dinosaur Park, Nature Center, Bird Refuge, Boys’ and Girls’ Club, Ogden Rescue Mission, Hands for Hope Charity, Salvation Army, Habitat for Humanity, Wildlife Rehabilitation Center, Children’s Justice Center, Weber County Recreation, Emeritus Estates, New Beginnings Animal Rescue, St. Anne’s Center, Ogden/Weber Community Action, Mtn. View Health Services, Pro-Axis Disabled Services, Stoney Brook Asst. Living, Beehive Homes Assist. Living, Trapper Trails Council, Ogden City Police Department, Manor Care, Junior League of Ogden, Youth Impact, Christmas Box House, United Way of Northern Utah, Weber County Fairgrounds.

10/2014
4172 COMPREHENSIVE ATTENDANCE & TRUANCY POLICY

This policy is to be used with Policy 4171 High School Citizenship/Attendance Policy in encouraging regular attendance to maximize the educational experience. This policy clarifies the obligations of the student, parent, and school authorities to resolve attendance problems. It further describes when and how a Notice of Truancy, Habitual Truant Citation, Notice of Compulsory Education Violation, referral to Juvenile Court, and a referral to the county or district attorney will be implemented. Each year the Weber School District Board of Education will review this policy and attendance data for the prior year.

1. The Attendance and Truancy Policy will be included in registration materials or sent home annually. The policy will also be posted on the Weber School District Website.

2. The school will work with students and parents to encourage and promote punctual and consistent attendance.

3. Each school will inform students and parents concerning procedures to excuse absences as defined above.

4. Each school will monitor, periodically and annually, school attendance and evaluate the effectiveness of existing programs to encourage student attendance.

DEFINITIONS

Absence means a student’s non-attendance at school for one school day or part of one school day.

Valid excuse means an excuse for an absence from school and may include the following:
- Illness
- Death in the family
- Approved school activity – as designated by the school principal
- Approved absence – any other absence approved according to school policy consistent with state law and the Weber School District High School Citizenship/Attendance Policy. *Examples may include, but are not limited to:
  - Absences consistent with student’s Individual Education Plan (IEP) or Section 504 accommodation plans
  - Absences due to family events/activities
  - Other absences approved by the principal

*Most approved absences will accumulate high school attendance credit loss under the high school attendance policy (Policy 4171).

Truant means absent without a valid excuse.

Minor means a person under the age of 18 years.
School-age minor means a minor who is at least 6 years old but younger than 18 years old and is not emancipated (legally released from the control of parents or guardian) or married.

School-age child means a school-age minor under the age of 14.

Notice of Truancy may be issued to a school-age minor who is at least 12 years old and has been truant at least 5 times during the school year. This notice shall direct the student and the parent/guardian to meet with school authorities to discuss the student’s truancies and directs them to cooperate with the school district in securing regular attendance by the school-age minor.

Habitual truant means a school-age minor who is at least 12 years old, is truant at least 10 times during one school year, or fails to cooperate with efforts on the part of the school authorities to resolve his/her attendance problem.

Habitual Truant Citation may be issued to a school-age minor who is at least 12 years old who has either 10 truancies or has failed to cooperate with school authorities after receiving a Notice of Truancy.

Notice of Compulsory Education Violation may be issued to the parent of a school-age child who is absent without a valid excuse at least 5 times during the school year. The notice shall direct the parent to meet with school authorities to discuss the child’s attendance problem and directs them to cooperate with the school authorities in securing regular attendance by the school-age child.

IMPLEMENTATION

As described below, Notices of Truancy, Habitual Truant Citations and/or Notices of Compulsory Education Violation may be issued when 5 or more truancies have occurred. The school will work with students and parents to encourage and promote punctual and consistent attendance. A school administrator or designee may impose penalties/consequences on a school-age minor who is truant less than 5 times. Penalties/consequences will be imposed at the school level and may include, but are not limited to, in-school suspension, additional assignments, after-school or lunch detention, attendance credit loss, or community service assignments.

COMPULSORY EDUCATION/TRUANCY PROCEDURES
CATEGORY I (For school-age minors age 12 and older*)

1. School personnel shall identify school-age minors who have attendance problems and make efforts to resolve the problem using truancy interventions (available on the Student Services Website), by contacting parents, working with the student, and enlisting the help of other school personnel. Interventions will be documented on the student tracker.

2. Weber School District authorizes school administrators or a designee of a school administrator to issue Notices of Truancy.

Notice of Truancy

2.1 A Notice of Truancy may only be issued to school-age minors who are at least 12 years old and have been truant at least 5 times during the school year.
2.2 The notice shall direct the school-age minor and the parent to meet with school authorities to discuss the truancies and cooperate with the school administration in securing regular attendance by the school-age minor.

2.3 The notice shall be mailed to or served on the school-age minor’s parent by school personnel.


Habitual Truant Citation
3.1 A Habitual Truant Citation may be issued to a school-age minor who is at least 12 years old, has received a Notice of Truancy, and has been truant 10 times during the school year or after receiving the Notice of Truancy failed to cooperate with school officials in resolving the truancy problem.

3.2 Students receiving a Habitual Truant Citation shall be referred to Juvenile Court and the parents will be notified.

COMPULSORY EDUCATION/TRUANCY PROCEDURES
CATEGORY 2 (For school-age minors under the age of 14 (school-age child)*

1. School personnel shall identify school-age children who have attendance problems and make efforts to resolve the problem using truancy interventions (available on the Student Services Website), by contacting parents, working with the student, and enlisting the help of other school personnel. Interventions will be documented on the student tracker.

2. Weber School District authorizes school administrators or a designee of a school administrator to issue Notices of Compulsory Education Violation.

2.1 A Notice of Compulsory Education Violation may be issued to the parent of a school-age child who has been truant at least 5 times during the school year.

2.1 A. It shall direct the parent of the school-age child to meet with school authorities to discuss the child’s school attendance problem.

2.1 B. It requires parents to cooperate with school authorities in securing regular attendance by the child.

2.1 C. It designates the school authorities with whom the parent is required to meet.

2.1 D. It shall state that it is a Class B Misdemeanor for the parent of the child to intentionally or recklessly fail to meet with the designated school authorities to discuss the child’s attendance problem or fails to prevent the child from being absent without a valid excuse (truant) 5 or more times during the remainder of the school year.

2.1 E. The notice shall be served on the child’s parent by school personnel or by certified mail.
2.2. If the parent intentionally or recklessly fails to meet with school authorities designated in the Notice of Compulsory Education Violation, or fails to prevent the child from being absent without a valid excuse (truant) 5 or more times (these are in addition to the original 5 truancies) during the remainder of the school year, a District Coordinator shall report the violation to the county or district attorney and notify parents.

*Students ages 12-13 may fit in either category.

**APPEAL PROCESS**

1. If the student is marked “Truant” or otherwise disciplined under this policy, the student and/or parent has the right to meet with the site administrator to tell his/her side of the story.

2. If either a Notice of Truancy or Notice of Compulsory Education Violation is issued, an appeal of that action may be made to a District Coordinator after the parents have met with the designated school officials to resolve the attendance problem. The appeal must be made within 5 working days of the meeting with school officials.

3. If a District Coordinator issues a Habitual Truant Citation and/or a referral to the County Attorney for a Compulsory Education Violation, an appeal of that action may be made to the Director of Student Services or Director of Special Education (for students in Special Education) within 5 working days of notification to parents of that decision. The Habitual Truant Citation and/or the Notice of Compulsory Education Violation will not be sent to the Juvenile Court nor the District Attorney until after the 5 day appeal window.

Approved by the Board 10/12/11
4180   CLOSED CAMPUS REGULATION

The junior high schools in the Weber School District will have closed campuses. Students will be required to remain on the school grounds from the time school opens in the morning until school is dismissed at the end of the day. Exceptions may be granted to individual students at the discretion of and in a manner prescribed by the principal.

Senior high schools in Weber District may, at the discretion of the principal and the approval of the Superintendent, institute closed campus regulations.
4190 STUDENT HEALTH AND WELFARE

References:
Utah Code Annotated 53A-11-201 through 53A-11-601

The Weber School District Board of Education recognizes the importance of promoting the health and welfare of each student under its jurisdiction. It shall be the duty of the Superintendent at the direction of the Board of Education to enforce the provision of The Utah Annotated Code, Section 53A-11-201 through 53A-11-601, entitled Health of School Children.
IMMUNIZATIONS OF STUDENTS

Students, before enrolling, must have all immunizations as required by state law. District administration shall provide schools with current information regarding required immunizations, procedures, and exceptions.

Approved by the Board 05/05/2004
The Utah State Statutes and the State Department of Health defines communicable diseases as follows:

"Communicable disease" means illness due to a specific infectious agent or its products which arises through transmission of that agent or its products from a reservoir to a susceptible host, either directly, as from an infected person or animal, or indirectly, through an intermediate plant or animal host, vector, or the inanimate environment.

A "carrier" of communicable disease is defined as follows:

"Carrier" means an infected person or animal that harbors a specific infectious agent in the absence of discernible clinical disease and serves as a potential source of infection for man. The carrier state may occur in an individual with an infection that is inapparent throughout its course (commonly known as healthy or asymptomatic carrier), or during the incubation period, convalescence, and post-convalescence of an individual with a clinically recognizable disease (commonly known as incubatory carrier or convalescent carrier). Under either circumstance the carrier state may be of short or long duration (temporary or transient carrier or chronic carrier).

Source: Section 26-6-2, Utah Code Annotated, 1953

The Utah State Board of Health has statutory authority to investigate and effectuate control of the causes of communicable diseases including authorization for detection, reporting, prevention and control.

In addition to the statutory authority of the State Department of Health for control of communicable diseases, the Board of Education acknowledges the importance of developing within this district, guidelines for the employment of school district staff infected with Acquired Immunodeficiency Syndrome symptoms (AIDS), Cytomegalovirus (CMV), Herpes Simplex virus (HSV), and HSV related diseases such as chicken pox, shingles, and infectious mononucleosis. The Board of Education will cooperate in educating its employees and its residents and patrons about the risks involved in maintaining an infected employee in a school setting or in an out of school employment setting, recognizing that such information will help in providing optimum care and education for an infected employee while minimizing the risk of transmission to others. The Board will also cooperate with the Utah State Department of Health in assisting its designated authority in the detection, prevention and control of communicable diseases.
DEFINITIONS

AIDS: is caused by a virus (HTLV-3) which attacks the body's immune system, leaving victims especially vulnerable to infection. To date, there is no known cure. The mortality rate ranges between 70% - 90% after two years. No identified cases are known to have been transmitted in the school or day-care setting or through casual person to person contact. The only known modes of transmission are sexual contact, neonatal contact (birth), blood cells are present in saliva, there is nor evidence that AIDS has been transmitted through saliva or other body fluids, with the exception of those referred to above. AIDS is not as easily transmitted as HSV and HSV related diseases. (As more medical knowledge of AIDS becomes available, this definition may change.)

Caretaker: refers to the teacher or other school personnel responsible for the care and education of the infected child.

Cytomegalovirus: is a member of the herpes family, and is transmitted through secretions of body fluids. Is primarily a threat to pregnant women. Its symptoms are similar to those of mononucleosis (fever, lethargy, headaches, aching muscles) and may sometimes lead to CMV pneumonia.

Employee: is any employee of the school district whether administrator, teacher, certified employee, classified employee, whether employed part time or full time including substitute teachers and teachers' aides, and school aides.

Herpes Simplex Virus: categorized as Type I and Type II. HSV-1 occurs mainly in childhood and is transmitted orally by direct contact with infected secretions. HSV-II, also known as genital herpes, is transmitted through sexual contact. Both types of herpes are evidenced by lesions on the infected person's body, including cold sores. The risk of transmission is greatest when the person has visible or active lesions. Hand washing and cleanliness are the best prevention.

Chicken pox, shingles and infectious mononucleosis are closely related to the herpes virus, and can be transmitted through contact with infected body fluids.

Lesions: are open sore (i.e. cold sores, blisters) on the skin. Active lesions Can secrete and transmit the responsible virus.

Secretions: refers to all body fluids, such as saliva, blood, tears, urine, feces, and oozing lesions.
PLACEMENT IN THE CLASSROOM

Decisions regarding the type of educational setting for children will be based on the behavior, neurological development, and physical condition of the child and the expected type interaction with others in that setting. The child's physician, parent(s) or guardian(s), and those persons involved with the proposed employment setting shall be consulted to assist in weighing the risks and benefits to both the infected child and to others in the setting.

Infected school aged children shall be placed on temporary home study programs until such time as the above-referenced persons who are involved in the medical care and education of the child shall have reached a determination as to the proper educational placement and educational program for the child.

Infected school aged children who are able to confine and control their secretions should be allowed to attend classes and extra-curricular activities in a normal school environment.

Preschool aged children and neurologically handicapped children who are infected with AIDS and who lack control of their secretions or who have uncoverable lesions shall be cared for in a restrictive setting, minimizing the exposure of other children to blood or body fluids.

Preschool aged children and neurologically handicapped children with active herpetic lesions, including chicken pox and shingles, will not be permitted in the classroom unless such lesions can be completely covered. When the lesions have disappeared (usually within a week) the child will be allowed to return to the classroom. The primary responsibility for examining an infected child for lesions or other related symptoms rests with the parent(s) or guardian(s) of the child.

Infected children with frequently active lesions which cannot be covered, or who are unable to control their secretions, will be provided with an appropriate educational program through home study programs.

SPECIAL PRECAUTIONS

Caretakers of an infected child will be informed about the child's condition and educated about the possible modes of transmission of the child's disease.

Caretakers will practice good hygiene techniques, including a thorough hand washing after exposure to an infected child's secretions and before caring for another child. Disposable gloves and gowns will be provided to caretakers in direct contact with the infected children with open lesions or uncontrolled secretions. Any caretakers with open cuts or lesions on their hands must wear gloves when working with infected children.

Cleanliness and avoidance of infected child's secretions are the best prevention.

Soiled surfaces will be promptly cleaned with disinfectants. Mops and other cleaning equipment must be rinsed with disinfectant. Whenever possible, disposable towel and tissues will be used.
RIGHT TO PRIVACY

There is potential for social isolation should an infected child's condition become known to the general public. School personnel and others involved in educating and caring for the child will respect the right to privacy and need for confidentiality. The child's records will be kept confidential. The number of school personnel who will be in contact with the child and informed of the child's condition will be kept at the minimum needed to assure proper care of the child and to detect and avoid situations where the potential for transmission of the disease may increase (i.e. a bleeding injury or open lesions).

POLICY SUBJECT TO CHANGE

As the medical determinations of communicable diseases such as those identified herein become more generally accepted this policy may be subject to change to meet that additional medical information.
DISTRICT POLICY ON MEDICATION AT SCHOOL IS AS FOLLOWS:

1. All arrangements are to be made only with the school principal or designated personnel.

2. A signed authorization form is required from the parent(s) or guardian requesting that school personnel administer the medication.

3. The authorization form must be filled out and signed by the student’s doctor including the time, date, dosage, name of medication, method of administration and a statement of necessity.

4. A parent/guardian or an authorized adult (NOT A STUDENT) must bring the medication to school in a container properly labeled by the pharmacist. The label must include name of student, doctor, date, dosage, name of medication and method of administration. Medication improperly labeled on the container cannot be accepted and/or administered to the student. **Students in violation of the Medication Policy may be subject to disciplinary action under the Safe School Policy.**

5. All over-the-counter medications that the school administers will require a prescribing practitioner’s statement and parental or guardian consent before administration.
   5.1 The medication must be in the original container.
   5.2 These drugs will follow the same protocol as prescription medications.
   5.3 Use the authorization form for over-the-counter medications.

6. Students in kindergarten through grade 6 may not self-administer medications except for asthma inhalers, insulin, or epinephrine auto-injectors, i.e. epi-pens. Inhalers, epinephrine auto-injectors, and insulin may be carried on the person. Inhalers, epinephrine auto-injectors, and insulin may be administered by the student in elementary school if the parents and medical provider sign and return the forms to self-administer these medications.

7. Students in grade 7 through grade 12 may carry one day’s dosage of their medication on their person. Inhalers, epinephrine auto-injectors, and insulin may be carried and self-administered by the student if the parents and medical provider sign and return the form to self-administer these medications.

Approved by the Board 01/02/2008
4194 REPORTING ABUSE AND NEGLECT OF MINORS

1. Any school employee who knows or reasonably believes that a child has been neglected, or physically or sexually abused, or that a child is subject to conditions or circumstances that would reasonably result in neglect, or physical or sexual abuse, shall immediately notify the State Division of Child and Family Services (DCFS) or the local law enforcement agency.
   1.1 The individual who observes, suspects, or receives the disclosure of child abuse or neglect must report it to the authorities (DCFS or law enforcement agency).
   1.2 The school employee shall also inform the school administrator that a report is being made or report the alleged abuse together. A school employee who only reports the abuse to the principal has not satisfied the mandatory obligation to immediately report the incident.
   1.3 Investigation of education personnel prior to submitting a report should not go beyond that necessary to support a reasonable belief that a reportable problem exists.
   1.4 Persons making reports or participating in an investigation of alleged child abuse or neglect in good faith are immune from any liability as provided by law.
   1.5 The school and district will not disclose the identity of those that report child abuse unless required to do so by law.

2. School personnel will cooperate with DCFS and the law enforcement agency when they are investigating a child abuse situation.

3. The forms “Child Concern Information Sheet” (completed by the person reporting the event) and “Check-In and Responsibility Forms (completed by DCFS or law enforcement officer) are confidential and are to be kept in the principal’s locked file.

4. The school administration should provide and document staff training every three years. Prevent Child Abuse Utah will conduct the training in a faculty meeting when requested. The School administration should also provide and document training with new staff receiving training annually,

Approved by the Board 10/04/2006
Staff members should act reasonably and prudently to do what is necessary to save a life, call parents/guardian and, if appropriate, call for emergency services.
It is the policy of the Weber School District to adhere to and comply with federal and state laws and rules as they pertain to students with disabilities and the provision of a free, appropriate, public education to all students within the school district’s jurisdiction.

- Individuals with Disabilities Education Improvement Act (IDEIA) 2004
- Utah State Office of Education Special Education Rules (2008)
- Utah Code

Weber School District procedures (August 2008) are on file at the Utah State Office of Education, the Weber School District Special Education Department, and on the Weber School District Special Education Department web page.

Approved by the Board 09/03/2008
4200 SCHOOL FEE & FEE WAIVER POLICY

References:
Utah State Board of Education House Bill 183

The Weber School District Board of Education hereby adopts the following policy regarding fees, rental fees, textbook deposits and waivers

Philosophy

1. Many expenses in the operation of schools are beyond the ordinary costs of education; such as, but not limited to, lockers, yearbooks, clubs, travel and tangible products. These are items of cost which may properly be borne by parents and students.

2. Extra curricular activities should be financially supported by participating students.

3. A waiver procedure and appeal process is essential to ensure that students are not denied the opportunity to participate in school activities and educational programs because of the inability to pay fees.

4. Written notice should be provided to parents/guardians, students, school personnel and the general public regarding school fees and waiver policies.

Standards Statement

1. Fee schedules and policies for the entire district shall be adopted during the spring of each year by the Board in a regularly scheduled public meeting. Provision shall be made for public notice and participation in the development of fee schedules and waiver policies. Minutes of meetings during which fee and waiver policies are developed or adopted, together with copies of approved policies, shall be kept on file and made available upon request.

2. An annual review of the school fee policy will be held.

3. No school or school employee may establish any student fee or cost not set or approved by the local board of education.

4. No student will be denied enrollment in any class during the regular school day for failure to pay school fees.

5. Individual students and parents will be required to pay for damages to textbooks, lab materials and school property beyond reasonable wear and use by students.

6. The District shall send out a registration cost form to each student before registration, along with fee waiver policies and procedures of obtaining waivers and appeals for denial of waiver.

7. Community school programs may require a charge. The Fee Waiver Policy does not apply to community schools.

8. Fees may be charged, subject to provisions of fee waivers, in connection with any school-sponsored activity which does not take place during the regular school day, regardless of the age or grade level of the student, if participation is voluntary and does not affect a student’s grade or ability to participate fully in any course taught during the regular school day.
FEE WAIVER PROCEDURE

Fees, as established by the Weber School District Board of Education, will be waived in accordance with the Utah State Board of Education House Bill 183. Fee waivers are for students whose parents or legal guardians verify evidence of inability to pay. Inability to pay is presumed for those who are in state custody, foster care, receiving public assistance with dependent children, supplemental security income, and etc. Qualifying for free or reduced lunch does not qualify a student for a fee waiver.

Even if the student has qualified for free or reduced lunch, the parent has to qualify each year through the school for a fee waiver.

Each building principal shall designate an administrator to handle and process fee waivers. A student desiring a fee waiver will provide to that administrator proof of state assistance or verifying the need for the waiver.

1. A student must apply at the school for a fee waiver by filling out the Fee Waiver Application (Grades 7-12) and attach copies of the prior month’s pay stub or copies of the previous year’s income tax return according to the directions on the application.
2. All fee payments will be suspended until the school has determined if the student is eligible.
3. The administrator will check the provided documentation with the eligibility scale and make a decision to accept or reject.
   - When checking income tax forms look at the line with Total Adjusted Income for verification.
   - When checking pay stubs, look carefully at how they are paid for verification.
4. The administrator will give written notice of that decision on the Fee Waiver Decision and Appeal Form. That decision can be appealed to the school principal. The principal’s decision may be appealed to the district office designee.
5. All documentation shall be destroyed immediately after the decision is made. The form can be kept in the student’s file, but not the documentation. Schools may transfer fee waiver information with the student when he/she transfers to another school.
6. Case by case determinations shall be made for those who do not qualify for one of the standards; for example, those who have extenuating circumstances (loss or substantial reduction of income, extraordinary medical expenses, etc.) or are not reasonably capable of paying fees.
7. Alternatives for payment, in lieu of fee waivers, can be arranged with a student according to the individual circumstances (i.e. tutoring of students, janitorial work, assisting teachers before and after school, installment payment plan). Parents are given the opportunity to review proposed alternatives to fee waivers.
8. Students who have been granted waivers or provisions in lieu of fee waivers shall not treated differently from other students or identified to persons who do not need to know.
Elementary Students

Students in grades kindergarten through six are to be provided, free of charge, and without deposits and rental fees, all educational supplies used in the instruction process.

1. Student supplies must be provided for elementary students. A student may, however, be required to replace supplies provided by the school which are lost, wasted, or damaged by the student through careless or irresponsible behavior.

Secondary Students

1. Students will furnish their own gym clothing with no specificity other than color or type.
2. Schools may sell student supplies at a fair market price to students in grades 7-12.
3. Fees will be charged as outlined above on the fee schedule. All fees can be fee waived upon proper qualification. This includes textbook rentals, student activity fees, class fees, participation fees, etc.
4. Parents and guardians will be notified of the fee schedule prior to the beginning of the school year. New students will receive notice upon intent to register.

Approved by the Board 06/2006
**GENERAL FEES**

<table>
<thead>
<tr>
<th>JR. HIGH – GRADES 7-9</th>
<th>HIGH SCHOOL GRADES 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activity</td>
<td>18.00</td>
</tr>
<tr>
<td>Instructional Supplies</td>
<td>35.00</td>
</tr>
<tr>
<td>Computers &amp; Technology Fee</td>
<td>18.00</td>
</tr>
<tr>
<td>Mailing Costs</td>
<td>6.00</td>
</tr>
</tbody>
</table>

**CLASS FEES**

<table>
<thead>
<tr>
<th>JR. HIGH – GRADES 7-9</th>
<th>HIGH SCHOOL GRADES 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band/Orchestra Instrument Rental</td>
<td>85.00</td>
</tr>
<tr>
<td>Conditioning/Weight Lifting (per semester)</td>
<td>5.00</td>
</tr>
<tr>
<td>CTE: Accounting (Consumable Manual)</td>
<td>10.00</td>
</tr>
<tr>
<td>All Agriculture Classes</td>
<td>10.00</td>
</tr>
<tr>
<td>Child Development/Child Care (plus food handlers permit)</td>
<td>5.00</td>
</tr>
<tr>
<td>Clothing/Sports Sewing/Advanced Sewing/Int. Design/Fashion Strategies</td>
<td>15.00</td>
</tr>
<tr>
<td>College and Career Awareness (Formerly: Intro to CTE) (Required in 7th Grade)</td>
<td>14.00</td>
</tr>
<tr>
<td>Design Technology (Drafting) (Tech Design 1&amp;2, Arch Design 1&amp;2)</td>
<td>10.00</td>
</tr>
<tr>
<td>FACS Exploration A &amp; B</td>
<td>10.00</td>
</tr>
<tr>
<td>Food &amp; Nutrition, Culinary Arts, Pro Start (per semester)</td>
<td>20.00</td>
</tr>
<tr>
<td>Health Science (Includes “Science Credit” Health Classes: Bio Tech., MAP, Med. Forensics)</td>
<td>10.00</td>
</tr>
<tr>
<td>Law Enforcement/Criminal Justice (Consumable Manual)</td>
<td>12.00</td>
</tr>
<tr>
<td>Photography, Commercial Art, Commercial Photo</td>
<td>15.00</td>
</tr>
<tr>
<td>Project Lead the Way (Includes Jr. High Gateway to Technology)</td>
<td>10.00</td>
</tr>
<tr>
<td>PWT (Physics with Technology)</td>
<td>7.00</td>
</tr>
<tr>
<td>Safety Glasses for Tech Ed and Lab Students</td>
<td>3.50</td>
</tr>
<tr>
<td>Tech Ed – Woods, Welding, Machining, Auto, Const., Manuf., etc. (per semester)</td>
<td>20.00</td>
</tr>
<tr>
<td>Dance Choreography</td>
<td>10.00</td>
</tr>
<tr>
<td>Drama Play Production (per play) (costume, rehearsal C.D.’s, etc.)</td>
<td>10.00</td>
</tr>
<tr>
<td>Driver Education</td>
<td>130.00</td>
</tr>
<tr>
<td>Online Writing, 7th -12th Grades (School Option)</td>
<td>10.00</td>
</tr>
<tr>
<td>Performing Arts (plus performance attire) (per class – Band, Choir, Orchestra, Drama)</td>
<td>15.00</td>
</tr>
<tr>
<td>Science (All Science credit classes for consumable supplies)</td>
<td>7.00</td>
</tr>
<tr>
<td>Visual Arts (Art, Ceramics, Sculpture, Pottery, Jewelry, Art History, Drawing, Crafts)</td>
<td>15.00</td>
</tr>
</tbody>
</table>

**NOTE:** There will be additional material expenses in classes where optional projects become the personal property of students.

### PARTICIPATION FEES

- Baseball
- Basketball
- Cheerleading - plus performance attire (junior high school $400.00 maximum)
- Competitive Debate
- Cross Country
- Drill Teams- plus performance attire ($600.00 UHSAA maximum)
- Football
- Golf
- Marching Band
- National Academic League
- Soccer
- Softball
- Swimming
- Tennis
- Track & Field
- Volleyball
- Wrestling
- Dance

### TUITION

- Adult High School Completion Enrollment | 40.00
- Adult High School Book Fee | 20.00
- Adult High School Computers & Technology Fee | 8.00
- Alternative High School (textbook rental) | 35.00
- Foreign Students (1-20) and out of state students per year (plus application fee of $75.00) | 6506.00
- International Baccalaureate | 172.00
- International Baccalaureate Test per Individual Test | 119.00

### OTHER

- Academic Makeup Class, summer school, Test remediation | 40.00
- Makeup Class, high school attendance **Note:** $45 maximum per term and $90 maximum per high school career | 15.00
- Credit Recovery (per .25 credit) | 35.00
- Class Change | 10.00
- Open Enrollment Application Fee | 5.00
- P.M. School | 40.00

**NOTE:** Off campus fees (college classes, etc.) are based on charges made by the organization providing the service.

### OPTIONAL PURCHASED SERVICES OR GOODS (Not fees) (Plus Applicable Sales Tax)

<table>
<thead>
<tr>
<th>JR. HIGH – GRADES 7-9</th>
<th>HIGH SCHOOL GRADES 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking</td>
<td>10.00</td>
</tr>
<tr>
<td>Student Handbook or Planner</td>
<td>4.00</td>
</tr>
<tr>
<td>Yearbook</td>
<td>20.00 (includes tax)</td>
</tr>
<tr>
<td>Graphic Calculator Rental</td>
<td>30.00</td>
</tr>
</tbody>
</table>

**Returned Checks will be turned over to a collection agency.**

* General fees will be refunded in a prorated amount if the student moves out of the school.
** Class fees are not refundable due to purchase of classroom supplies unless class was never attended.
4211 CLASS CHANGE FEE (7-12)

A ten dollar ($10.00) fee for grades 7-12 will be automatically charge for a student initiated schedule change. No fee will be charged for school initiated changes. A building level administrator will review any student fee appeal and indicate the decision of “charge” or “no charge” on the change form.

School initiated changes include those needed to correct computer errors, class overloads, special needs for make-up credit, work study, CO-OP, and other student activity or curriculum needs.

Student initiated schedule change forms will require signatures of student, teachers, parent and counselors.

The decision for class schedule changes will be reviewed by the student with the counselor or advisor. A carefully planned registration with counseling help and schedule plans appropriately related to individual Student Education Plans (SEP’s) should help to keep changes at a minimum.

Monies for class changes will be receipted by the school. Counselors will not handle these monies. The funds will be retained by the individual school and will be used for guidance related expenditures. These expenditures will be approved by the principal.

Any special education student changes must follow the IEP process.

Parents of high school students will be notified in writing of this policy.

Approved by the Board 06/2005
Policy and Procedures

4300 PROMOTION AND RETENTION

References:

Consistent with the Parental Rights in Education Act (Utah Code 53-A-15-1400), it is the policy of the Weber School District Board of Education to reasonably accommodate any parent or guardian request to retain or promote a student in kindergarten through grade eight (K-8) based upon the student’s academic ability, as well as the student’s social, emotional, and physical maturity as determined by the student’s parents and school and district personnel. Weber School District will also reasonably accommodate a parent or guardian request to place a student in a specialized class, a specialized program, or an advanced course as long as the request would not create a substantial impact to the school or district. In determining whether a request creates a “substantial impact” the school and district will consider employee working conditions, impact to other students, safety and supervision on school premises and during school activities, and the efficient allocation of district resources. The guiding philosophy for determining placement, acceleration, promotion, or retention will be what is in the best interest of children.

To “reasonably accommodate” parental requests means that Weber School District will strive to make necessary and appropriate modifications and adjustments so long as the request does not impose an undue burden or impact to staff and resources, while balancing the following factors:

• The parents’ rights;
• Educational needs of other students;
• Academic and behavior impacts to a classroom;
• A teacher’s workload;
• The assurance of a safe and efficient operation of the school; and,
• Adhering to procedures and requirements for placement in special programs.

The general philosophy of the district is to encourage and assist each student to progress in a continuous growth pattern of academic achievement in harmony with the normal social and emotional development. Most of the students will progress through kindergarten, elementary, junior high and high school curriculum, completing the work on a year to year basis.

In arriving at a decision for student placement, acceleration or retention, Weber School District will review and consider all relevant data, including the recommendation of appropriate school and district personnel (e.g., teacher(s), principal, nurse, district psychologist, school counselor, district student services coordinator, etc.) along with the parents’ recommendation. Related to requests for retaining students, Weber District will normally follow current research which has shown that retention is usually not the optimum solution. Other options—such as summer school, before-school and after-school programs, or extra help during the school day—could provide equivalent extra time in more instructionally effective ways. Without early diagnosis and targeted intervention, struggling students are unlikely to catch up whether they are promoted or retained.
Weber School District will follow Utah Code 53-A-15-1400 when considering parental requests for promotion or retention. The process will include:

1. Parent requests in writing their desire for promotion, retention, or placement in a specialized class, program, or an advanced course.

2. Principal gathers student grades, testing data, behavioral, attendance and other appropriate records for the student. The principal will then set up a team meeting to discuss all information regarding the request, including information on the educational impact for other students, academic and behavior impacts to a classroom, a teacher’s workload, and the assurance of a safe and efficient operation of the school. Team members shall include the principal (or principals if moving from one school to another), parent/guardian, teacher(s) and school counselor. Team members may also include the student, district psychologist, or district coordinator.

3. A decision regarding whether the request can be reasonably accommodated is made based upon what the team feels is best for the child and based on district policy and information on the educational impact for other students, academic and behavior impacts to a classroom, a teacher’s workload, and the assurance of a safe and efficient operation of the school. If the decision is to deny the request, the district must provide an explanation stating the reason the request cannot be accommodated.

4. If a request is denied, the parent(s) is informed of their right to appeal the decision through a process with the Weber School District Student Services department. The appeal must be in writing and delivered to the director of student services. The director of student services will set up a Promotion/Retention Appeals Committee to hear the request. The Weber School District Board of Education designates the Promotion/Retention Appeals Committee to hear appeals from denials from the promotion and retention policy. The Promotion/Retention Appeals Committee will consist of student services coordinators, elementary and secondary education supervisors, and, where appropriate, the special education coordinator. The district Promotion/Retention Appeals Committee will make the final decision.

Approved by Board 09/02/2015
4310  GRADING AND PARENT NOTIFICATION

The Weber Board of Education supports the concept that grades reflect academic performance and are based upon a fair and equitable measurement of achievement.

At the beginning of each course of study, the teacher should notify the students of current grading practices. It is the responsibility of each individual teacher to notify the student and the parent or guardian of any impending failure or credit loss in sufficient time for corrective action to take place.

Administrators should be knowledgeable of grading procedures in their school and be able to support the process.
Homework is an integral part of the teaching learning process when used to meet the needs, interests and abilities of students. It is a useful and meaningful extension of the classroom and provides unlimited opportunities to enhance the students' interest and academic growth.

1. Homework should be a natural outcome of a child's experiences which aid in developing independent study habits.

2. Homework should be designed to help a child gain a mastery of the concepts and skills being taught. It should be used for practice and to reinforce lessons, not as punishment.

3. Homework assignments should consider the individual differences of students such as health, ability, condition at home, and educational resources at home.

4. Homework should be planned to help the student:
   4.1 learn to work independently and become self-reliant.
   4.2 think, plan, organize and apply.
   4.3 develop effective habits and skills.
   4.4 increase knowledge and its use.
   4.5 develop insights and stimulate creativity.

5. When homework is assigned, teachers should use the suggested time guide for out-of-class study. This guide refers to a total amount of time required of all the students' classes.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Study Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>none</td>
</tr>
<tr>
<td>1 - 2</td>
<td>0-20 minutes</td>
</tr>
<tr>
<td>3 - 4</td>
<td>20-40 minutes</td>
</tr>
<tr>
<td>5 - 6</td>
<td>30-50 minutes</td>
</tr>
<tr>
<td>7 - 8</td>
<td>50-80 minutes</td>
</tr>
<tr>
<td>9 - 12</td>
<td>1 1/2 - 2 1/2 hours</td>
</tr>
</tbody>
</table>
4330 RELEASE OF STUDENTS DURING SCHOOL HOURS

Under certain circumstance and with proper authority, students may be released during school hours.

TO LAW ENFORCEMENT OFFICERS

Students may be released to the custody of law enforcement agencies by the principal upon parent approval or upon receipt of a proper Utah court order. If the latter should happen, every effort should be made by the principal to notify the parents or guardian of the student.

DIVISION OF FAMILY SERVICES CASEWORKERS

In suspected cases of child abuse/neglect, the Division of Family Services caseworkers, upon presentation of evidence of an ongoing investigation of child abuse or neglect, may interview involved children at school without notification of parents by school personnel. The student should be asked if they would like a school representative, i.e., administrator or counselor, present during the interview.

FOR RELIGIOUS HOLIDAYS

The Weber School District has determined that students should be permitted to observe religious holidays pertinent to their individual beliefs. When school absence for religious holiday observance occurs with parental consent, and when prior arrangements for the absence have been made with the school, school district administrators and teachers shall credit students with an "excused" absence.

TO NON-CUSTODIAL PARENTS

1. The Principal or Assistant Principal must have evidence in writing from the court of jurisdiction that gives consent to the non-custodial natural parent to visit the child at school or to attend Parent-Teacher Conferences.

2. Visit must be on school grounds.

3. Principal or Assistant Principal must be aware of the visit and be present (discretion suggested - so that the visitor cannot leave with the child.)

4. The non-custodial natural parent may review official school records in the presence of the Principal or Assistant Principal.
4340  MARRIED OR PREGNANT STUDENT POLICY

The Weber School District Board of Education will aid married and/or pregnant students in the continuation of their education within the limits of reasonable safeguards both for the school and the young people.

The following options are available to married and/or pregnant students:

1. Married students and/or pregnant girls may attend the Young Mothers Program, which will include regular academic work, vocational training, maternal training, parenting, and other relevant subjects.

2. Married students have the option of transferring into the Adult High School Program. Transfer will be handled by a regular student referral through the Student Services Department.

3. Married students have the option of participating in the regular school program.

Any unique or special problem will be handled on an individual basis according to the Board of Education and administrative policies via referral to Student Services.
4350 DISTRIBUTION OF MATERIALS TO STUDENTS

Principals Decide
All materials must be approved by the appropriate school administrator, and the principal has the final pre-appeal authority in all decisions regarding distribution of materials.

Educational Benefit is the Standard
Educational benefit to students, based on District curriculum goals, is the criteria for authorizing materials.

Direct Distribution to Students
In deciding whether to authorize school personnel to distribute materials directly to students, the primary question is whether the materials provide educational benefit to the student, based on the District’s curriculum goals. The following materials are or may be appropriate for teachers to distribute:
1. Weber School District Information
2. Government Entity Information
3. P.T.A. Information
4. Educational Incentives as selected by individual schools (coupons, school-sponsored fund raisers, etc.)

Community Distribution Area
Schools may choose to make a Community Distribution Area available if they follow these guidelines:
1. All materials should enhance the school’s primary function which is the education of students.
2. Because of the focus on educating students, materials are unacceptable if they:
   2.1 Defame or promote hostility or hate.
   2.2 Are inappropriate because of age, grade level or maturity of audience.
   2.3 Are poorly written, inadequately researched, biased, or inaccurate.
   2.4 Slur a person’s race, ethnicity, gender or religion.
   2.5 Violate law, school rules, policies or rights of others.
   2.6 Disrupt the educational process.
3. The distributing organization is responsible for delivering multiple copies of materials to the school.
4. The following Disclaimer must be posted at the distribution area: “These materials are not sponsored or endorsed by Weber School District or the school.”

Appeal
A person dissatisfied with this policy or its implementation may appeal in writing to the Assistant Superintendent.
4360  STUDENT GIFTS TO STAFF MEMBERS

Students, parents and other patrons of the district shall be discouraged from the presentation of gifts to district teachers.

The provision herein shall not be interpreted as intended to discourage acts of generosity of unusual situations.

Approved by the Board 08/09/2001
GRADUATION REQUIREMENTS

References:
Utah Code 53A-2-211
Utah Code 53A-11-102
Utah Code 53A-13-108.5
Utah State Board of Education Administrative Rule R277-462
Utah State Board of Education Administrative Rule R277-700
Utah State Board of Education Administrative Rule R277-705
Utah State Board of Education Administrative Rule R277-730

The Board of Education of Weber School District has adopted this policy to specify standards and credit requirements for graduation from Weber School District. In order to graduate from a Weber School District high school, each student must successfully complete the graduation requirements. Current requirements for the State of Utah and Weber School District are updated and posted on the Weber School District website under the Student Services Departments.

1. Required Courses, Elective Courses, and Career Goal
Specific required classes and additional elective credits are required for graduation. Each student should make plans and take courses leading toward an educational and/or career goal to assure that entrance requirements for any post-secondary programs will be met.

Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:

1.1 Are consistent with the Individual Education Plan (IEP) or Plan for College and Career Readiness or both;
1.2 Are maintained in the student’s file and include the school principal and parent/guardian signatures; and
1.3 Maintain the integrity and rigor expected for high school graduation, as determined by the Utah State Board of Education.

2. Unit of Credit
A unit of credit or portion thereof shall be given upon satisfactory completion of a course or learning experience in compliance with State course standards. Students who fail classes are able to make up credit through any accredited provider.

3. Residency Requirement
Weber School District shall award a diploma to a student moving in from outside of the District who attends school during the semester immediately preceding graduation and who also meets the District graduation requirements.

A principal may not require that a student attend school for more than one semester prior to graduation. The school principal has final decision-making authority regarding graduation requirements within the guidelines of this policy.
4. **Credit Options**
Credit may be granted in the Weber School District from among the following:

4.1 **Courses**
   4.1 A. Approved course offered by the District (including summer and early morning or afterschool classes).
   4.1 B. Approved course offered by an accredited institution.
   4.1 C. College courses (not remedial) from fully accredited institutions as follows:
       - 4 University semester credits = 1.33 high school credits
       - 3 University semester credits = 1 high school credit
       - 2 University semester credits = .67 high school credit
       - 1 University semester credit = .33 high school credit
   4.1 D. Ogden-Weber Technical College credit:
       - 30 hours of progression at Ogden-Weber Technical College = .25 high school elective credit.
       - (“Pass” or “No Credit” grades issued by Ogden-Weber Technical College; letter grades issued only when an Ogden-Weber Technical College pathway of courses has been completed)
   4.1 E. Approved high school or college level online or correspondence courses.
   4.1 F. Other approved special programs.

4.2 Demonstrated proficiency by way of a district approved test/assessment developed by the state, district, or school.

4.3 Successful completion or demonstrated proficiency in an experimental program approved by the District in cooperation with school administration.

4.4 Successful completion of a predetermined course or experience developed by an IEP or 504 team to meet an identified need.

4.5 Home school credit will be evaluated and may be approved by the school principal if an Affidavit for Home School Instruction is provided.

4.6 The school principal has final decision-making authority for the awarding of credit from non-accredited sources consistent with state law.

5. **Acceptance of Credits and Grades Awarded by Accredited Schools**
Schools within Weber School District will accept:

5.1 Credits and grades awarded to a student by a school accredited or approved by the Utah State Board of Education without alterations.

5.2 Credits and grades awarded to a student by a school recognized by the Northwest Accreditation Commission as issued by the school without alterations.

6. **Course Standards**
The State Board of Education establishes minimum course description standards and objectives for each required course. Course descriptions for required and elective courses are developed cooperatively by local school districts and the Utah State Office of Education. The description shall contain mastery criteria for the course and shall stress
mastery of the criteria rather than completion of predetermined time allotments for subjects. Implementation and assessment procedures are the responsibility of local school districts.

7. Plan for College and Career Readiness

Educators collaborate with individual students and their parents to form a plan of action which serves the needs and goals of the student through the instructional process. The Plan for College and Career Readiness is essential as a planning process which guides students through their education and ensures that their education goals are achieved, culminating in graduation.

8. Graduation Requirements

8.1 High School Diploma
A school Diploma may be awarded to a student who has:
8.1 A. Been enrolled in and attended the awarding school for at least the final semester of their senior year
8.1 B. Completed the academic requirements established by the Utah State Board of Education (State Board) in Utah Administrative Code R277-700
8.1 C. Completed the additional academic credit requirements as determined by Weber School District Board of Education and enumerated in the Course Requirements and Criteria for Graduation.
8.1 D. Met the attendance credit requirements.
8.1 E. A student must complete all requirements prior to September 30th (or on the final business day preceding this date) immediately following his/her cohort’s graduation.
8.1 F. A student scheduled to earn a school Diploma after his/her cohort’s graduation shall not be allowed to participate in his/her home high school graduation ceremonies.

8.2 Alternative High School Diploma
An alternative high school diploma may be awarded to a student who has:
8.2 A. Completed the academic requirements established by the State Board in Utah Administrative Code R277-700.
8.2 B. A student must complete all requirements prior to September 30th (or on the final business day preceding this date) immediately following his/her cohort’s graduation.

8.3 Weber School District Diploma
8.3 A. A Weber School District Diploma may be awarded to a student who has:
   ▪ Been enrolled, at least one term prior to graduation, and attended his/her boundary high school;
   ▪ Completed a performance contract, approved by the school’s administrative team AND satisfy requirements in the contract as determined by the school administrative team.
   ▪ Completed the academic requirements established by the State Board in Utah Administrative Code R277-700.
8.3 B. A student earning a Weber School District Diploma shall not be allowed to participate in his/her home high school graduation ceremonies.
8.3 C. A student must complete all requirements prior to September 30\textsuperscript{th} (or on the final business day preceding this date) immediately following his/her cohort’s graduation.

8.4 Alternate High School Diploma for Students with Significant Cognitive Disabilities
An alternate high school diploma may be awarded to a student who has:
8.4 A. A significant cognitive disability as defined by R277-705-2(8);
8.4 B. Access grade-level Core standards through the Essential Elements;
8.4 C. Completed all the academic requirements established by the Utah State Board of Education in Utah Administrative Code R277-705-5 or substitutions for graduation in the same content area from a list of alternative courses approved by Utah State Board of Education in R277-705(1)(b) (these substitutions must be made by the student’s IEP team);
8.4 D. Met the attendance credit requirements; and
8.4 E. Met all graduation requirements prior to exiting school at or before age 22.

Approved by the Board 03/06/2019
4371 EARLY GRADUATION

References:
Utah State Board of Education Administrative Rule R277-703

1. Requirements

   Early graduation is available to all students interested in graduating prior to the completion of the 12th grade year. Students must complete the following requirements:

   1.1 A student intending to graduate early must satisfy existing graduation requirements of Weber School District (see policy 4370).

   1.2 The student, a parent/guardian, administrator, and counselor will develop a Student Education Occupation Plan (SEOP). The SEOP will outline the course work needed to satisfy the early graduation goal.

2. Graduation Ceremony Participation

   Students who complete the graduation requirements early may participate in the graduation ceremony of the year in which requirements are completed.

Approved by the Board 05/02/2012
1. Requirements

Weber School District recognizes that a student's graduation is a culmination of years of planning and successful completion of state and district graduation requirements. Participation in the awarding of the diploma ceremony should be reserved for students who have met those requirements.

The intent of the foreign exchange program for J-1 students is to provide a cultural and educational experience in an American high school. The following standards are only for J-1 and F-1 students, as designated by U.S. Immigration. Until an authorized school counselor has assessed the English translation of the student's transcripts and materials for graduation eligibility, J-1 and F-1 students from foreign countries should have no expectation of graduation from district high schools. Sponsoring programs, host families and other individuals may not advertise graduation from high school as an expectation for foreign exchange and F-1 students.

2. Graduation Ceremony Participation

The following are district standards to be implemented by each high school concerning participation in graduation ceremonies and the receipt of high school diplomas, including foreign students on J-1 and F-1 visas in the Weber County School District.

2.1 All graduating students must complete state and district graduation requirements. These requirements must be met during the student's ninth through twelfth grades or years in school, excluding Kindergarten.

2.2 Any student not meeting state and district graduation requirements may participate in graduation ceremonies only at the school's discretion which could include receiving a certificate of completion.

2.3 Foreign students on J-1 and F-1 visas, who have previously graduated from high school, will not be eligible to receive a high school diploma from Weber School District.

2.4 Foreign students on J-1 and F-1 visas, who enroll in district high schools, shall be given copies of graduation standards during the enrollment process and shall be given any necessary information or explanation needed to assist them in understanding the graduation requirements.

2.5 Foreign students on J-1 and F-1 visas desiring to graduate must submit the required English translation and evaluation of transcripts and materials to the appropriate school counselor on or before the first day of the second academic quarter.
2.6 Agency and school district policies require foreign students on J-1 and F-1 visas to provide transcripts or materials in English. Foreign students on J-1 and F-1 visas desiring to graduate must bear the responsibility and cost for any translation and evaluation of transcripts and materials. Transcripts must include course titles, course descriptions, grades and credit issued, course length or duration, date credits were issued, grade levels completed and credit equivalences. The Utah State Office of Education staff may act as a resource to district personnel in monitoring the adequacy of evaluations. The high school is responsible for evaluating the adequacy of the translation of the student's transcript or materials and the final assessment of the student's graduation requirement status.

2.7 Foreign students on J-1 and F-1 educational visas who meet district and state graduation requirements will be eligible for graduation and related ceremonies as are all other eligible students. It is the intent of these guidelines to provide a fair, consistent, and uniform procedure for dealing with all district students.

Approved by the Board 05/21/1997
4400 STUDENT RECORDS

References:
Privacy Act, Section 438, Sub-section (b) (1), parts A & B, page 97, as amended in 1976.
Chapter 34, part 99, sub part B and D of the Code of Federal Regulations

An accurate up-to-date Weber School District cumulative record shall be kept for each child enrolled in school. This individual record shall contain pertinent facts about the child related to grading, testing, attendance, health records, etc. The records of the school concerning an individual student shall be used for the promotion of the welfare of the student.

When a student moves within Weber School District, the cumulative record and all other pertinent information will be transferred to the receiving school within the district. As students move from the district, the elementary and junior high schools are to forward only the cumulative records to the Student Services Office. The Utah State Health record (pink card) should accompany the student. All other information should be retained with the school as they see fit. High schools are to file cumulative records in the record vault.

If a student enrolls, or seeks to enroll, in another school outside of the Weber District, copies of the student's educational records will be transferred without delay to the new school upon request of the new school or the student's parent identifying the new school.

"A school district in which a student enrolls may request student records from a school the student last attended without a parent signature of approval". See "Privacy Act", Section 438, Sub-section (b) (1), parts A & B, page 97, as amended in 1976.

1. Confidentiality
   1.1 Written consent of the parent of a student or the eligible student, (18, married or graduated) shall be obtained before disclosing personally identifiable information from the educational records of a student. This includes, but is not limited to, biographical, behavioral, psycho-social, educational information, whether recorded on the cumulative record or maintained on other forms.
   1.2 Privacy of information should be continually guarded by professional educators whether written or spoken.
   1.3 An "Access to Records" form will be completed and retained by the school/district office when any records are released to parents, students or agencies.

2. Records may be released without consent in the following cases:
   2.1 To officials of another school or school system in which the student seeks or intends to transfer or to school employees within the local district who have legitimate educational interests.
2.2 To the parent of a student who is not 18, married or graduated, or to the student, himself/herself, if 18, married or graduated. If the parent or eligible student is not known by school personnel, appropriate identification should be required.

2.3 To appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

2.4 To the State Superintendent of Public Instruction or his designated representative, so long as the intended use of data from the records is consistent with the Superintendent’s statutory power and responsibility.

2.5 In connection with financial aid for which a student has applied or which a student has received.

2.6 To comply with a judicial order or lawfully issued subpoena, the local Weber District school principal should make a reasonable effort to notify the parent of the student or the eligible student of the order or subpoena explaining our responsibility to comply unless said court order or subpoena directs otherwise.

2.7 When data for outside research purposes are released in such a form that no individual student is identifiable. All such studies are to be approved by the Superintendent or his designee.

2.8 Under no circumstances will confidential information compiled by outside agencies be released to anyone other than Weber School District personnel working directly with such agencies; conversely, lists of names and address of children may not be given to any person or agency, except those authorized by the Superintendent or his designee.

2.9 Releasing the group data for grades, individual schools, total district or other educational groups within the district shall be based on a reasonable assurance that the following criteria has been met:

2.9 A. the release of such data will not result in any individual or personal characteristics being identified.

2.9 B. any special costs incurred in the compilation of the data will be borne by the recipient.

2.10 Privacy right of parents and students will be protected in accordance with Chapter 34, part 99, sub part B and D of the Code of Federal Regulations.

NOTE: The records of the school concerning an individual pupil shall be used for the promotion of the welfare of the pupil, and shall not be made available to any outside person or agency unless it is reasonably clear that such person or agency will use the records to the advantage of the child or his family in the interest of justice. No teacher
shall ever give information from a child's record to anyone outside the school staff, except the child's parents, unless they first obtain the permission of the principal. Other school officials may give information from the records only to the child, his parents, the authorized representatives of the child and his parents, police officers, or other public officials, prospective employers, representatives of recognized social agencies, or other persons approved by the child’s parents.

In the course of processing a request for information, a reasonable doubt on any aspect of the request or concern about the authorization to process the request should be deemed sufficient reason for the records manager to withhold all or part of the information until such time as the question is resolved.

Approved by the Board 03/05/2003
4405  DISSEMINATION OF INFORMATION ABOUT JUVENILE OFFENDERS

References:
Utah Law (78-3a-113)

As prescribed in Utah Law (78-3a-113) the juvenile court and law enforcement agencies will notify the school superintendent of the district when a minor has been adjudicated or taken into custody or detention for a violent felony. Within three working days of receiving the notification, the superintendent has designated the Student Services Department to do the following:

1. Send the principal a copy of the notification letter from Juvenile Court or the law enforcement agency.

2. Send the principal the “Notification of Student Taken into Custody/Detention or Adjudicated of a Violent Felony Disclosure Form.”

Upon receipt of the information, the principal shall:

1. Share information about the offender and the victim with staff members who need to know for the safety of students and staff.

2. Complete the “Notification of Student Taken into Custody/Detention or Adjudicated of a Violent Felony Disclosure Form.”

3. Keep this information in a secure file available only to those with a need to know. This file should be separate from the student’s permanent file.

Approved by the Board 10/05/2005
School directories shall not be released to the public for commercial purposes.

Under no circumstances will directory information compiled by outside agencies be released to anyone other than Weber School District personnel.

Lists of names and addresses of children may not be given to any person or agency, except as authorized by the Superintendent or his designee.
1. **Public Records**

   It is the policy of Weber District to comply with all state and federal laws regarding its records. The District will comply with the provisions of the Utah Government Records Access and Management Act (GRAMA) (Utah Code Title 63, Chapter 2) regarding the classification, designation, access, denials, segregation, appeals, management, retention and amendment of its records. As allowed by GRAMA the District adopts this policy to set forth certain fees and procedures to be followed by the District. If any item is not covered in this policy, then the provisions of GRAMA as currently enacted shall control.

2. **Inspection, Copying and Fees**

   There is no charge for viewing or inspecting public records. A school district employee shall make all requested copies for the individual for a fee of 10 cents per copy. An hourly fee based upon the employee’s pay scale (in accordance with section 63-2-203) shall also be charged if a school district employee is required to research the school district’s records for more than thirty minutes in order to locate documents for a person or if it is necessary for a school district employee to place the records back in proper order after a person has been examining the records. A deposit of $25.00 shall be required for requests for date or copying which will apparently take more than three hours of an employee’s time. Requests for district employee assistance shall be subject to the employee’s normal work schedule.

   Under no circumstances shall school district records be allowed to be taken from the district’s schools or offices where such records are stored. The school district employee who is locating documents for a person shall make every effort to insure that no documents are lost, destroyed or taken from the school district’s offices by the person inspecting the public records. In this regard, all briefcases, purses, bags, sacks or other personal items belonging to the person shall be checked with a district employee and left outside of the room where the documents are being examined or copied.

3. **Procedures for Requesting Records**

   The Business Administrator is hereby designated as the Records Officer for the District. The Business Administrator may delegate some or all of the duties of the Records Officer.
Requests for records must be submitted in writing to the Weber School District Offices at 5320 Adams Avenue Parkway, Ogden, Utah 84405, with all information required by GRAMA to the attention of the following individuals for the type of record requested.

Student Records  Director of Student Services
Personnel Records  Director of Human Resources
All Other Records  Business Administrator

Nothing in this policy shall prevent a District employee from responding to an informal request for records provided the requestor is entitled to the information. However, no employee is required to respond to such informal requests and may direct a requestor to submit any request as described above.

Any questions regarding access to records should be referred to the Business Administrator or the person designated by the Business Administrator.

4. Response Times

The District hereby determines that its resources are insufficient to comply with the response times set forth in GRAMA (63-2-204). The District will respond to all written requests within 15 business days by:

4.1 Approving the request and providing the record;
4.2 Denying the request;
4.3 Notifying the requestor that the District does not maintain the record and informing the requestor, if known, of the entity that maintains the record; or
4.4 Notifying the requestor that the District cannot approve or deny the request because of one of the extraordinary circumstances listed in GRAMA in which case the District shall follow the procedures for such extraordinary circumstances.

5. Appeals

Any person aggrieved by the school district’s access determination under this policy, including a person not a party to the school district’s proceeding, may appeal the determination within 30 days to the Superintendent by filing a notice of appeal.

5.1 The notice of appeal shall contain the following information:
   - the petitioner’s name, mailing address, and daytime telephone number; and
   - the relief sought.

5.2 The petitioner may file a short statement of facts, reasons and legal authority in support of appeal.
5.3 The Superintendent shall make a determination on appeal within the following period of time:
- within ten business days after the Superintendent’s receipt of the notice of appeal; or
- if the Superintendent fails to make a determination within the time specified in (1) above, the failure shall be considered the equivalent of an order denying the appeal.

The Superintendent may, upon consideration and weighing of the various interests and public policies pertinent to the classification and disclosure or nondisclosure, order the disclosure of information properly classified as private under Section 63-2-302 or protected under Section 63-2-204 if the interests favoring access outweigh the interests favoring restriction of access.

The school district shall send written notice of the determination of the Superintendent to all participants. If the Superintendent affirms the denial in whole or in part, the denial shall include a statement that the requestor has the right to appeal the denial to the Weber School Board (the “Board”) within 30 days.

The appealing party shall submit to the Board a written appeal to which the District may respond in writing. As a part time public body, the Board cannot decide the appeal within the timelines set forth in GRAMA but will render its decision within 30 days of receiving the written appeal.

If a party is not satisfied with the Board’s decision, it may be submitted to District Court as provided for in GRAMA.

A person aggrieved by the school district’s classification or designation determination under this chapter, but who is not requesting access to the records, may appeal that determination using the procedures provided in this section.

6. Retention and Management of District Records

Official records of the Weber School District will be retained according to schedules published and updated by the State of Utah Division of Archives and Records Services unless the District Records Officer, after consulting with the Board, adopts a different schedule for a particular type or classification of record.

Approved by the Board 04/07/2004
STUDENT TESTING PROHIBITION WITHOUT PRIOR WRITTEN CONSENT

References:
Utah Code 53A-13-1301, 1302
Title 62A, Chapter 4a, Part 4, Child Abuse or Neglect Reporting Act

The Family Education Rights and Privacy Act (FERPA) as adopted by the State of Utah (53A-13-1301 and 302, Utah Code, 1994, and as amended 1995), provides protection to students, their parents, and their families as to the privacy of individually identifiable information and prohibits certain activities without prior parental or guardian consent. Pursuant to those laws, the Weber School District:

1. prohibits the administration to a student of any psychological or psychiatric examination, test, or treatment, or any survey, analysis, or evaluation without the prior written consent of the student’s parent or legal guardian, in which the purpose or evident intended effect is to cause the student to reveal information, whether the information is personally identifiable or not, concerning the student's or any family member's:

   1.1 political affiliations or, except as provided under Section 53A-13-101.1 or rules of the State Board of Education, political philosophies;
   1.2 mental or psychological problems;
   1.3 sexual behavior, orientation, or attitudes;
   1.4 illegal, anti-social, self-incriminating or demeaning behavior;
   1.5 critical appraisals of individuals with whom the student or family member has close family relationships;
   1.6 religious affiliations or beliefs;
   1.7 legally recognized privileged and analogous relationship, such as those with lawyers, medical personnel, or ecclesiastical leaders; and
   1.8 income, except as required by law.

The prohibitions under Subsection (1.) shall also apply to the curriculum or other school activities unless prior written consent of the student's parent or legal guardian has been obtained.

2. Written parental consent is valid only if a parent or legal guardian has been first given written notice and a reasonable opportunity to obtain written information concerning:
2.1 records or information, including information about relationships, that may be examined or requested;

2.2 the means by which the records or information shall be examined or reviewed;

2.3 the means by which the information is to be obtained;

2.4 the purposes for which the records or information are needed;

2.5 the entities or persons, regardless of affiliation, who will have access to the personally identifiable information; and

2.6 a method by which a parent of a student can grant permission to access or examine the personally identifiable information.

3. Consent and Disclosure:

Except in response to a situation which a school employee reasonably believes to be an emergency or as authorized under Title 62A, Chapter 4a, Part 4, Child Abuse or Neglect Reporting Act, or by order of a court, disclosure to a parent or legal guardian must be given at least two weeks before information protected under this section is sought.

3.1 Following disclosure, a parent or guardian may waive the two-week minimum notification period.

3.2 Parental authorization shall be valid until the commencement of the subsequent school year or until one of the following occurs:

3.2 A. the child completes or withdraws from the course, activity, or program for which it was granted; or

3.2 B. a written withdrawal of authorization is submitted to the school principal by the authorizing parent or guardian.

A general consent used to approve admission to school or involvement in a special education, remedial education, or regular school activity, does not constitute written consent under this policy.

This section does not limit the ability of a student under Section 53A-13-101.3 to spontaneously express sentiments or opinions otherwise protected against disclosure under this section.

If a school employee or agent believes that a situation exists which presents a serious threat to the well-being of a student, that employee or agent shall notify the student's parent or guardian without delay. If, however, the matter has been reported to the Division of Family Services
within the Department of Human Services, it is the responsibility of the division to notify the student's parent or guardian of any possible investigation prior to the student's return home from school.

NOTE: The State/County Division of Family Services may be exempted from the notification requirements described in this Subsection only if it determines that the student would be endangered by notification of his parent or guardian, or if that notification is otherwise prohibited by state or federal law.

Approved by the Board 05/03/1995
4500 EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an integral part of school life and often require as much careful planning and supervision as regular curricular subjects. The Superintendent, with the approval of the Board of Education, shall determine proper procedures of extracurricular activities. These procedures shall conform to the best acceptable standards; the rules and regulations of the Utah High School Activities Association and the Weber School District; and applicable local and state law.
4505  **DRUG, ALCOHOL AND TOBACCO TESTING OF STUDENTS PARTICIPATING IN EXTRACURRICULAR ACTIVITIES**

**References:**
Utah Code 34-38-2
UHSAA guidelines

**PURPOSE AND OBJECTIVES:**
The district finds that an education drug and tobacco awareness and testing program for all students in grades nine (9) through twelve (12) who participate in extracurricular activities at the high school is advisable for the following reasons:

1. **Health and safety of the individual and others:** Any student participation in an activity under the influence of an illegal drug, alcohol or tobacco products may create a risk of death or serious bodily injury, not only to the student, but to other participants and spectators.

2. **Prevention:** Students will have an additional reason (i.e., participation in student activity programs) to avoid the use of drugs and tobacco products.

3. **Intervention:** Identifies individuals participating in activities who have a problem with alcohol or drugs or tobacco products and encourages early intervention.

A school may choose to participate in this program based upon input by administrators, coaches, community councils, and others involved in student activity programs.

**DEFINITIONS:**

**Alcohol:** Any beverage as defined under Utah Code 34-38-2.

**Non Punitive:** Test results will not be disclosed to law enforcement or juvenile authorities without a valid and binding subpoena.

**Drug:** Any controlled substance as defined in Utah Code 34-38-2, except those possessed and/or used pursuant to a valid prescription.

**Tobacco:** Tobacco, electronic cigarettes or vapor products

**UHSAA:** The Utah High School Activities Association.

**Extracurricular:** All activities sponsored by the UHSAA and school organizations involving adjudication or competition or representation of the school in the community as determined at the school level.

**Activity Season:** The period beginning on the first day of practice allowed by the UHSAA for any sport and ending the last day of competition for that sport season; for an organization (cheerleading, band, etc.), the time they are enrolled or participating.
1. **CONSENT FORM**  
Before any student participates in any UHSAA extracurricular or school program, the student and the student’s custodial parent or lawful guardian shall sign and return a written consent form for random drug testing. Students are ineligible to compete/perform until this form has been completed.

2. **RANDOM STUDENT SELECTION**  
2.1 Random drug testing will be conducted during the season on a weekly basis or any other frequency determined by the school (not to exceed 6 times a month). If the participant has already been initially tested as a result of his/her participation in a prior activity, he/she will continue to have his/her name in the pool consisting of all students participating in programs at the time of the drawing.

2.2 Selection for testing will be by lottery drawing. Reasonable steps will be taken to assure the integrity, confidentiality and random nature of the Selection process.

3. **PROCEDURE FOR RANDOM DRAWING**  
3.1 Each participant will be assigned a number at the beginning of the extracurricular activity season or session.

3.2 These numbers and the identity of the student to whom such a number is assigned will be known only to the school’s designees. The numbers will be in a secure place accessible only to authorized personnel.

4. **URINE SAMPLING PROCEDURE**  
4.1 On the day the student numbers are drawn for testing, those students selected will be notified and must immediately report to the designated place to produce a urine sample.

4.2 Samples will be collected at an appropriate school site and on the same day the student is selected for testing. If the student is absent on that day, the testing will take place on the next testing day. If a student is unable to produce the urine sample, he/she will remain under supervision until a sample can be provided.

4.3 The student will use a single occupancy bathroom with supervision remaining outside of the bathroom.

5. **PRESCRIPTION MEDICATION**  
Students selected for random drug testing may, prior to the test, disclose any prescription medications and supplements they are currently taking. The school’s designee has the right to confirm the authenticity of the medications with parents.
6. **SCOPE OF TESTS**

- Amphetamines
- Opiates (Oxycontin)
- Barbiturates
- Marijuana (level 20, 50, and 100)
- Benzodiazepines
- PCP
- Cocaine
- Propoxyphene
- Alcohol
- Creatinine level
- Methadone
- Tobacco

7. **ACCESS TO RESULTS**

The testing agency will be authorized to report results only to the school designee(s). Test results shall be destroyed at the end of each year, unless conditions for future participation that were mandated following a positive test have not been met.

8. **PROCEDURES FOR A POSITIVE RESULT**

If a student tests positive, the parent will be notified. A student or parent may contest the results of the random test and request a second reading. Students will remain under the supervision of the test administrator until the second reading is completed. If a parent cannot be contacted, a second reading will be conducted.

9. **CONSEQUENCES OF POSITIVE RESULT**

9.1 **First Offense:** Suspension for two consecutive weeks from games, meets, matches, competitions or performances at the same level of play (UHSAA guidelines). If a student tests positive at the end of the season, the suspensions will take place at the beginning of the next extracurricular activity session. If a student has violated his/her group’s disclosure or constitution, consequences will be enforced according to that document.

9.1 A. A student shall be reinstated (unless otherwise stated in a disclosure or constitution) after he/she has successfully completed a drug, alcohol and tobacco screening by a licensed substance abuse intervention or treatment agency (Weber Human Services) and has provided a negative sample at the school. The parent may choose to go to their own provider at their own expense.

9.1 B. If the student chooses not to complete the screening and the additional test, he/she will not be allowed to participate for the remainder of that activity season or any future sport or activity until he/she has successfully met the criteria stated in #1.

9.2 **Second Offense:** If a second offense should occur during the school year, the student will be suspended for the remainder of that particular activity season. If that student wants to participate in another activity during his/her high school career, he/she must successfully complete a drug, alcohol and tobacco screening through a licensed substance abuse intervention or treatment program where a prescribed follow up (counseling, etc.) is required and provide a negative sample. This assessment and testing will be paid for by the student or parent.
9.3 **Third Offense:** If a third offense should occur during the school year, the student will be suspended from participation in all extracurricular activities (as previously defined) for the remainder of the school year. In order to participate in any extracurricular activities during his/her school career, the student must successfully complete a drug, alcohol and tobacco screening through a licensed substance abuse intervention or treatment program where a prescribed follow up (counseling, etc.) is required and provide a negative sample. This assessment and testing will be paid for by the student or parent.

9.4 **Refusal to be Tested:** If a student refuses to be tested, he/she will be treated as if he/she tested positive on a first, second or third offense.

9.5 **Adulterated or Fraudulent Sample:** If a student provides an adulterated or fraudulent sample, he/she will be treated as if he/she tested positive on a first, second or third offense.

10. **NON PUNITIVE NATURE OF POLICY**
No student shall be penalized academically for testing positive for use of illegal drugs, alcohol or tobacco, nor shall any student be denied the right to participate in or otherwise be denied any benefits, services, or programs of the school, other than participation in the activity programs as outlined above. The results of the drug test pursuant to this policy will not be documented in any student’s academic records. Information regarding the results of the drug tests shall be kept confidential among the building principal, designees, any employee with a need to know, the student’s parent or legal guardian, and the student. In particular, test results will not be disclosed to law enforcement or juvenile authorities without a valid and binding subpoena or other process issued by a court of competent jurisdiction.

11. **VOLUNTARY TESTING PROGRAM**
Weber School District is committed to helping students who are encountering drug, alcohol or tobacco problems. The district recognizes that a student with a substance abuse problem is not able to work to his/her full potential. To assist in the ultimate goal of drug free schools and drug free students, the district will provide a referral for voluntary drug testing/screening to any student whose parent requests that the testing be done.

Approved by the Board 12/05/2018
OFF-CAMPUS PHYSICAL EDUCATION AND ATHLETIC COMPETITION ACTIVITIES

1. Regular physical educational classes will be restricted to the school campus facilities which will include the Roy City Recreation Complex for all cross country, jogging, walking and bicycling activities. This policy is specific to the use of such public thoroughfares (streets, roads and sidewalks, etc.) for the activities and will not preclude physical education classes from walking to nearby facilities for physical education under the direction and supervision of their teacher. Such off-campus activities may include (but not be limited to) bowling when part of the regular physical education program.

2. Athletic programs that include off-campus roadwork as part of the preparation and/or conditioning for competition will follow a four-step procedure:

   2.1 Route Selection - The training route or routes will be selected with careful consideration for safety. Problem areas will be identified for participant safety instruction. Athletic directors and coaches will be responsible for mapping out these routes with the school administration approval.

   2.2 Parent Notification - A Parent Notification and Consent Form will be sent home notifying parents that an off-campus activity will be part of these training procedures. This will include a description of the activity, the inherent risk involved and a map of the selected training routes.

   2.3 Parent Consent - The parents of each student involved will be required to indicate their consent for their student to be involved in the activities and to release the school district from any liability that arises from that participation by signing and returning the Parent Consent and Release Form to the school. These forms will be kept on file at each school.

   2.4 Participant Safety Orientation - Participants will be coached on safety before commencing training on the selected routes.

3. Special events in high school, junior high school and elementary schools involving the use of public thoroughfares will be possible if planned for in advance using the above four-step procedure. In the junior high and elementary schools, the appropriate individual planning the event would be responsible for the selection of the route with administrative consultation and approval. Also, the Parent Notification and Consent Form would be specific to the special event being planned.

4. Junior high school athletic teams, whose members jog over to the high school for athletic activities, will need to follow this same four-step procedure at the beginning of each activity season.
4511  NINTH GRADE PARTICIPATION IN HIGH SCHOOL ACTIVITIES

References:
UHSAA Guidelines

Purpose
The junior high school program is designed and in place to give ample opportunities for
development of skills and competition among students of the same age and comparable skill
level. It is the Board of Education’s purpose to have policies and procedures governing
participation in junior high school and senior high school athletics that are equitable and
protective of the best interests of all students.

The Weber School District Board of Education believes that ninth grade students should
participate in athletics at the junior high school level. However, there may be occasions where a
ninth grader may desire to participate in a sport at the high school level. In such cases a ninth
grader may try out for a high school team. The Board of Education strongly encourages high
school coaches and junior high coaches to collaborate together, along with the parents of student
athletes, in making this important decision in a young person’s development.

Process
1. Ninth grade students, if otherwise eligible as set forth in paragraphs 3 and 4 below, may
participate in any Utah High School Activities Association (UHSAA) activity (“Association
activities”). If the student is not selected for the high school team, the student may still try
out for the junior high school team. In the event a ninth grader is selected for the high school
team, he/she may not participate on the junior high school level in that particular sport.
Consistent with UHSAA rules, 9th grade students who have participated at the junior high
level, are not eligible to participate at the high school level in the same activity in the same
school year.

2. A student who is enrolled in a junior high school but participates or tries out for any
Association activity at a high school shall be deemed to have attended that high school. If
such a student shall enroll in a different high school for the tenth grade, that enrollment
shall be considered a transfer and shall be subject to the requirements of the Association’s
Transfer Rule (Article I Section B, UHSAA).

3. Ninth grade students participating in high school sports may not lose credit in more than
one class in the preceding grading period. Ninth grade students participating in high
school sports must have obtained a minimum grade point average (G.P.A.) of 2.0 or its
equivalent in the term prior to the Association activity and during that activity’s full
season even if a grading period ends. A student who has failed to meet these minimum
academic requirements shall be ineligible for participation in Association activities
throughout the next grading period. Deficiencies in the final grading period of the school
year may be made up prior to the first term of the succeeding year by any method
acceptable to the school district. Failed grades must be made up in the same subject area.
Scholastic regulations apply to any ninth grade student at a junior high school who has established eligibility at UHSAA member high school (UHSAA) as provided in these procedures.

4. Eligibility under this rule is determined when grades are posted. Grades are “posted” when the school registrar enters all grades electronically and are available to students, parents and teachers. In no case may the posting be more than 5 days following the last day of the grading period. Grade changes after that time cannot restore lost eligibility, except for a documented clerical error. These scholastic regulations are the minimum required for participation in Utah High School Activities Association (UHSAA) activities.

5. The ninth grade student athlete’s parent or guardian shall be responsible for providing transportation for the student to the high school for practices and home events.

6. Senior high school coaches are prohibited from recruiting ninth grade students for any sport that is offered at the junior high level.

7. Once a 9th grade student has been selected for participation on a high school team, it will be that student’s (as well as his/her parent’s or guardian’s) responsibility to make sure that the 9th grade participation form is filled out and all necessary signatures obtained. The student will be ineligible for participation until the completed form is returned to the student’s coach.

In order to develop students’ character and athletic ability to a maximum level, the Weber School District Board of Education strongly encourages parents, coaches and community members to work together as young men and women participate in various sports. The board firmly believes and fervently advocates that junior high and high school coaches develop working relationships of trust and cooperation as they collaborate in developing young student athletes. When appropriate, these collaborative efforts could include 9th graders’ participation in clinics, conditioning, and other off-season developmental programs sponsored by the high school. High school coaches should involve junior high coaches in these off-season developmental activities whenever possible. Always, the physical, emotional and social development of student athletes should be taken into consideration. Where possible, junior high and high school coaches are encouraged to work with parents and community volunteer coaches by helping them to most effectively develop these young student athletes.

Approved by the Board 04/08/2015
4520 PARTIES AND DANCES

Elementary

In the elementary schools, class or room parties are permissible during the last hour of the school day on occasions approved by the principal in advance.

PARTIES AND DANCES

Secondary

School parties at the secondary school level are to be after school hours. All such parties should normally be held on the school premises under the supervision of school personnel. In very special cases, the school may hold a social event away from school premises, provided previous approval of plans has been given by the principal and that there are in attendance several faculty members appointed by the principal.

Dances and parties shall be held only at such times and places wherein there is no conflict with regular curricular programs or other previously scheduled extracurricular activities.

Dances sponsored by school organizations shall be under the direction of the advisors of the organization at all times. The advisors and principal shall be responsible for adequate chaperonage. Dances shall generally close at or before 9:00 p.m. for junior high school students, and on or before 11:30 p.m. for high school students. However, special functions such as the Junior Prom or Senior Ball may run longer. It is expected that at least one member of the school's administrative staff shall be in attendance at all school dances. The only high school dance expenses which are school initiated shall be the admission to the dance plus the cost of pictures which are taken at the dance and which are optional.

Dances and parties must be scheduled with and approved by the principal of the school. Provisions must be made as to responsibility for preparations, operation and cleanup details.

Class or room picnics are not to be held or have any part in the school program. Sluff days, as well as individual class parties, during the regular school day are prohibited.
4530  PROGRAMS ON SCHOOL TIME

No programs or activities shall be allowed in the schools during regular school hours when admission is charged and only those who pay are dismissed from class. In cases of outside activities of community-wide interest, permission for dismissal of students with tickets must be approved by the Superintendent.
STUDENT ORGANIZATIONS

The schools may encourage students to broaden their knowledge and citizenship by permitting the formation of clubs and groups organized to promote or pursue specialized activities outside the classroom. The purpose of this policy is to provide guidance to schools regarding authorization of clubs and groups as outlined in state law and Utah State Board of Education Administrative Rules.

A school may authorize the following types of clubs and groups by grade level:

- Grades K-12: School Curricular (“CLUBS”)
- Grades 7-12: Student Non-curricular (“GROUPS”)

1. Definitions:

School Curricular (“CLUBS”): Directly related to the curriculum offered in the school where the CLUB is organized. School Curricular CLUBS are sponsored and promoted by the school. The school principal or a designee shall appoint an advisor to the CLUB who supports the CLUB and may participate in, as well as direct CLUB programs and activities.

Student Non-curricular (“GROUPS”): Not directly related to the curriculum and which are initiated by students enrolled in the school. Student Non-curricular GROUPS are not sponsored or supported by the school or district but are recognized for purposes of granting a place within the particular school to meet during non-instructional time. Student Non-curricular GROUPS shall have a minimum of three members. A certified employee monitors all meetings held on school premises but does not participate in any activity or discussion of the GROUP. If the school maintains a “limited open forum,” then it must grant equal access to all non-curriculum student GROUPS meeting the criteria of this policy.

Limited Open Forum: Can be created whenever a public secondary school provides an opportunity for one or more “GROUPS” to meet on school premises during non-instructional time.

Closed Forum: Each school and the Board of Education, for the district as a whole, reserves the right to create a “closed forum” by refusing to allow all GROUPS to use school property during non-instructional time.
2. **Equal Access for Student GROUPS**

The School District must meet the following requirements if access is granted to qualifying non-curriculum student GROUPS:

2.1 meetings of student GROUPS are voluntary and student initiated;
2.2 meetings there is no sponsorship of student GROUP meetings by the school district or by district employees.
2.3 employees of the school district are present only in a non-participatory capacity;
2.4 meetings of GROUPS do not materially or substantially interfere with the orderly conduct of education activities of the school;
2.5 non-school persons may not direct, conduct, control, or regularly attend activities of GROUPS without the prior approval of the principal;
2.6 the application procedure has been complied with by the GROUP; and
2.7 the school district may review applications on a case-by-case basis and refuse to grant access to any GROUP which:
   2.7 A. impairs the ability of the school to maintain order and discipline on school premises; or
   2.7 B. threatens the school’s ability to protect the well-being of students or faculty; or
   2.7 C. threatens the ability of the school to assure that attendance of students at the GROUP’s meetings is voluntary.

3. **Site Level Meetings**

3.1 Meetings of GROUPS shall take place during non-instructional time.
3.2 The principal or designee may determine which school facilities may be used and when they are available.
3.3 Only authorized GROUPS attending the particular school may request to use rooms or schedule GROUP meetings.
3.4 Each school shall determine what access all GROUPS will be given to the school newspaper, school year book, bulletin boards, and public address system; provided that all such GROUPS shall be given equal access.
3.5 No GROUPS shall be permitted to engage in or conduct group therapy, counseling or other psychological services of the type provided by licensed professionals.

4. **CLUB or GROUP Charter**

Students or school staff seeking authorization to establish a CLUB or GROUP shall prepare an annual charter identifying whether the CLUB or GROUP is a School Curricular CLUB or a Student Non-curricular GROUP. The CLUB or GROUP Charter shall include

4.1 the recommended name;
4.2 a statement of the CLUB’S or GROUP’S purpose;
4.3 a statement of the CLUB’S or GROUP’S categorization indicating all of the following that may apply:
4.3 A. athletic;
4.3 B. business/economic;
4.3 C. agricultural;
4.3 D. art/music/performance;
4.3 E. science;
4.3 F. gaming;
4.3 G. religious;
4.3 H. community service/social justice; and
4.3 I. other.

4.4 a budget showing the amount and source of any funding provided or to be provided to the club and its purposed use.

4.5 a statement verifying the CLUB or GROUP will comply with all applicable laws, rules, and policies.

5. Limitations and Denial

5.1 Limitation shall include prohibitions against:

5.1 A. action or advocacy of imminent action which violates the law or administrative rules; this prohibition shall not apply to appropriate discussions concerning the changing of laws or rules, or actions taken through appropriate channels or procedures to effectuate such changes;
5.1 B. advocacy or approval of sexual activity outside of marriage, or presentations in violations of laws or regulations governing sex education or privacy rights of families or individuals;
5.1 C. action or advocacy of imminent action involving the harassment or the denigration of any person; and
5.1 D. action or advocacy of imminent action with the intent to cause a person to fear to freely exercise or enjoy any right secured by the Constitution or laws of the United States or the state of Utah.

5.2 A school may limit or deny a charter to a CLUB or GROUP if necessary to:

5.2 A. protect the physical, emotional, psychological, or moral well being of students and faculty;
5.2 B. maintain order and discipline on school premises; or
5.2 C. prevent a material and substantial interference with the orderly conduct of a school’s educational activities.
5.3 A school shall deny access to any student CLUB or GROUP whose program or activities would materially or substantially:

5.3 A. encourage criminal or delinquent conduct;
5.3 B. promote bigotry; or
5.3 C. involve human sexuality.

5.4 Approval of a CLUB or GROUP name may take place separately from that relating to the approval of the CLUB or GROUP itself. A CLUB or GROUP name shall:

5.4 A. reasonably reflect the nature, purposes and activities of the CLUB or GROUP; and
5.4 B. be such that it would not result in undue disruption of school operations, subject students to harassment or persecution, imply that the CLUB or GROUP would operate in violation of law or rule, or imply inappropriate association with outside organizations or groups.

6. Supervision

Selection and appointment of CLUB advisors and GROUP monitors shall be the responsibility of the school principal and will be done annually. Persons who are not part of the school shall not be allowed access to CLUBS or GROUPS to direct, conduct, control, or regularly attend CLUB or GROUP meetings without prior approval of the principal. The advisor or monitor shall ensure compliance with the approved CLUB or GROUP charter and applicable laws and rules. The principal or designee may cancel the authorization for any CLUB or GROUP found to be operating out of compliance of the approved charter or laws and rules.

7. Parental Permission for Participation

As a candidate for participation in a CLUB or GROUP that meets on school premises, Weber School District will require every student to obtain written permission from either a parent with legal custody or other legal guardian. The written permission form shall include the following:

7.1 the name of the CLUB or GROUP;
7.2 statement of the CLUB’S or GROUP’S purpose, goals, or activities;
7.3 statement of the CLUB’S or GROUP’S categorization (see information under the section on CLUB or GROUP Charter).

8. Investigation of Violations

The principal will investigate any allegation that a CLUB or GROUP is not following the guidelines as described in this policy and in its charter. If the principal finds the CLUB or GROUP to be in violation, the following actions may be taken:
allow the original statement of purpose, goals, and activities be modified to include the activity in question;

8.2 instruct the faculty advisor or the certified employee monitor not to allow similar violations in the future;

8.3 limit or suspend the CLUB’S or GROUP’S authorization or school building use; or

8.4 terminate the CLUB’S or GROUP’S authorization and dissolve the CLUB or GROUP. The CLUB or GROUP would not be allowed to reapply until the next school year.

9. Appeal

The principal will approve, deny, or investigate each completed application or complaint in a reasonable amount of time. If the application or complaint is denied, written reasons for the denial or the results of the investigation will be stated. If appropriate, suggested corrections shall be made to remedy the situation.

A student directly affected by the denial of a CLUB or GROUP authorization at the school level may appeal in writing within ten (10) days of the denial to the Director of Student Services. The Director shall issue an opinion in writing either upholding or overturning the denial within a reasonable amount of time after receiving the appeal. The Director’s decision shall be the final administrative decision.

Approved by the Board 11/07/2007
4550 STUDENT MEETINGS

Scheduling
All events planned by a faculty advisor of a student group must be placed on the school calendar in the office and with the approval of the principal. This must be done by the advisor and not by a student. For an event utilizing school facilities, a proper form must be filed in the office at least one week before the date of the activity.

Class Meetings
All designated advisors shall be present at meetings and functions unless excused by the principal for good reason. Sponsors must insist that class meetings be held according to the basic principles of parliamentary procedure.

Night Meetings
Night meetings of school groups shall be held only on school property under the direction and control of the advisor of the organization concerned and only after proper arrangements have been made with the school's administrative authorities and custodial staff. School sponsored activities should take place only on school property and any exceptions to this must be approved by the principal.

Sunday Meetings
Sunday meetings of any school-sponsored group are prohibited except when approved by the Superintendent.
4560  STUDENT PARTICIPATION IN COMMUNITY ACTIVITIES

Participation by students in out of school activities is optional with the individual school. While there is no intent to refuse to cooperate with agencies sponsoring worthwhile activities, there is very definitely a desire to keep such cooperation within reasonable bounds. The following will apply:

1. The primary educational aim of the school and the need and interest of the students must be a consideration at all times.

2. The participation in the project will not deprive students of time needed in acquiring basic skills.

3. The regular schedule will not be interrupted unless the majority of the students benefit through their participation.

4. Neither an individual nor the school as a whole shall be permitted to use school time in working on community sponsored projects unless such an undertaking is contributing to the educational program.

5. All materials or activities initiated by private sources shall be judged on grounds of their (a) direct contribution to educational values; (b) factual accuracy; and (c) good taste. Students competing in Olympic or national competition may request a one period release program. This limited release program is intended to assist students who must spend an unusually large amount of time in developing the identified skill.

Consideration shall be given in all cases to protect students and teachers against unreasonable added work and responsibilities.
4570  STUDENT BODY ACTIVITY FUNDS

Student body activity funds (which include fees established by the Board) are to be used to finance a program of extra-curricular activities augmenting the activities provided by the Weber School District.

Projects for the raising of funds shall generally contribute to the educational experience of students and shall not detract from the instructional program.

The management of student activity funds shall be consistent with sound business practices. Authority is delegated to the Superintendent to require conformance to a system of records and procedures for recording the transactions of the funds.

Student body business shall be conducted in such a manner as to offer minimum competition to local commercial concerns.

Student activities shall be financed, insofar as possible, from the collection or solicitation of funds from the students of the school in which the activity is conducted.

The Superintendent and the Business Administrator shall direct each school to establish proper business practices for the maintenance and control of student body activity funds. These procedures shall be approved by the Board of Education.

Student body funds shall be available for audit at all times.
4571  FUND RAISING

**Philosophy**
There are times when fund raising becomes an important source of providing for needs over and above that which can be accommodated by regular district sources. It is also recognized that excessive solicitation can be detrimental to students, parents, and our partners in business. It is important that a careful balance of these considerations be achieved.

1. **Voluntary Participation**
   Participation in any and all fund raising activities should be strictly voluntary. No student, employee or contributor should feel coercion or peer pressure to participate. In no instance should eligibility for an activity or school grades be affected by participation in fund raising.

2. **District Level Resource File**
   An individual will be identified at the district level who will maintain a repository of opportunities for fund raising. Salespeople should be encouraged to provide informational material for this file.

3. **Scheduling of Fund Raising**
   Approved projects should be scheduled with the school level fund raising committee or the principal to avoid conflict and excessive solicitation at any given time.

4. **Advertising Outside Organization Fund Raising**
   Advertising for fund raising by outside organizations may be displayed in the school at the discretion of the principal. Further involvement requires approval of the school level fund raising committee or principal.

5. **Time from Class for Fund Raising**
   Class time should not be missed for involvement in fund raising.

6. **Parent or Business Contributions**
   Solicitation in the name of the school to parents or business should be submitted to and approved by the school level fund raising committee or principal.

7. **Fiscal Procedure**
   State and Weber School District fiscal procedures must be followed with regards to any fund raising.
**General Guidelines and Procedures**

1. Fund Raising on a limited basis is permitted in each school to raise funds for identified school projects.

2. After assessing the school’s needs, each school shall develop an annual fund raising plan.

3. Written fund raising plans shall be prepared by each school using Weber School District’s School Fund Raising Form and approved by the school principal. The plan should be sensitive to the school and our partners in the community. All fund raising shall be for predetermined purposes and spent only for those purposes.

4. Students shall not be assigned to or be held responsible for the collection of funds except for approved student activities or for those projects and activities that have been approved by the school principal.

5. Funds must be receipted and expended through District or school accounts in accordance with standard accounting procedures. PTA/PTO organizations’ fund raising activities are subject to accounting procedures established by that organization.

6. Donations may be made through the Weber School District Foundation for business records.

7. The efforts by parents and organizations (PTA, PTO, Booster Clubs, etc.) to support school organizations are appreciated. Parent groups together with their school organization need to follow the prescribed procedure for needs assessment, coordination and approval of the school level fund raising committee or principal.

8. The value of the many charitable organizations is clearly recognized. Fund raising for these groups can be advertised as per guidelines. Charitable fund drives and activities seeking school involvement in the collection of goods or money are discouraged. The very limited exceptions are those charitable activities which have significant educational or humanitarian value. Such instances must have the endorsement of the principal.

**ELEMENTARY FUND RAISING**

Fund raising is a necessary function at the elementary school level. It is not legal in the state of Utah to charge mandatory fees in grades K-6.
GUIDELINES:
1. Community Fund Raising
   1.1 A maximum of 2 community fund raisers per school each school year will be allowed, e.g.:
      - candy sales
      - wrapping paper sales

2. In-school Projects/Products
   2.1 In-school fund raisers will be limited to one (1) per school quarter. Projects that are not fund raisers but curricular in nature, e.g., young authors fair, mountain man rendezvous, art festivals, etc., will not be restricted but administrative discretion as to frequency and calendaring is advised. Examples:
      - book fair
      - t-shirts, sweat shirts (school logo)
      - carnivals
      - pictures

3. Charitable Programs
   3.1 Charitable fund raisers will be limited to one (1) per school year. Information concerning other community drives may be made available to the students at the discretion of the building principal. Fliers should not be handed out to each student but be placed in a central location within the building where interested students could pick them up. Student involvement would be based on parent and student interest and would not be coordinated or controlled by the school. Examples:
      - Sub for Santa
      - March of Dimes

4. Other - Grade or Class Projects (In-school)
   There will be a limit of one (1) grade or class activity at each grade level per school year. Examples:
      - Class projects - aluminum cans, etc.
      - Grade projects - economics fair, etc.
   Elementary students must not be involved in selling door to door. The building principal must approve all fund raising proposals. Building principals are encouraged to carefully evaluate the quality and effectiveness of fund raisers. Objectives for each school fund raiser should be available for all interested patrons before the project begins.
SECONDARY FUND RAISING

A school level fund raising committee will conduct a needs assessment under the direction of the school principal. Before fund raising projects are approved, consideration should be given to realistic program requirements in harmony with school and community resources.

GUIDELINES

1. Community Fund Raising

High Schools will be limited to a maximum of one community fund raiser per group or organization per school year. Fund raising that is associated with travel and approved by the district travel committee is not included in this maximum.

Junior high schools will be limited to a maximum of one community fund raiser per group or organization per school year. Approved projects should be scheduled to avoid conflict and excessive fund raising at any given time.

2. IN SCHOOL fund raising will be at the discretion of the school principal.

3. The school group or organization wishing to conduct the fund raiser must present their proposal to and receive prior approval from the school principal. Any additional fund raising project(s) by a group or organization must be approved by the principal. Such fund raisers, to the extent possible, shall be included in the annual fund raising plan.

4. All money collected will be placed with the school bookkeeper immediately after being collected. Two or more coaches/advisors should count and prepare funds for the bookkeeper. Detailed lists of participants and payments received should accompany all funds delivered to the bookkeeper. All paid coaches or advisors who are District employees will be paid through District payroll. Non-employees will be paid through the school bookkeeper with a school check and must sign the required IRS 1099 form.

09/05/2012
4580 GIFTS TO SCHOOLS

References:
Weber School District Policy 3250 Acceptance of Gifts

In order for class or community gifts to be accepted by the school or district they must meet the following criteria:

1. Enhance the educational or aesthetic aspects of the school.

2. Books, library materials, instructional materials and equipment shall meet the standards at least equal to those established for items purchased by Weber District.

3. Equipment must be operable by intended users and subject to easy maintenance.

4. Gifts related to buildings and grounds shall be approved by the Board of Education after consultation with the Superintendent, and, in some cases, with the architect who made the original building plan.

5. Any gift to a school must be acceptable to the principal.

6. Any gift to the District must be acceptable to the Superintendent.

7. Donations, Gifts and Sponsorships must adhere to criteria outlined in POLICY 3250 ACCEPTANCE OF GIFTS.

Approved by the Board 11/06/2013
The Weber Board of Education acknowledges the benefits derived from participation in extended school activities and/or functions whose sponsorship legitimately recognizes and enhances special achievement and performance:

1. The scope of extended-curricular travel would be to enhance and enrich the achievement and/or performance of the individual student participants or a designated group of participants.

2. Extended-curricular travel is construed to mean overnight and either out-of-district or out-of-state travel under the auspices of local school management and within the confines of established, chartered school clubs and regular curricular programs.

3. The proposed request should be given long-term consideration, complement the total school master plan, and provide a wholesome experience for the participants.

4. Extended-curricular travel requests must be for educational purposes. Groups who have been "invited" to participate in a function of no direct educational value will be denied. Invitational activities, be they initiated by the local school group requesting participation, or be they initiated through outside solicitors, are subject to the most stringent scrutiny and are the least desirable for district support and student participation. Such invitational activities beyond 350 miles (one way) will be limited to one such travel experience every other year per participating group. Travel experience must articulate with curriculum programs and should not create unnecessary disruptions of regular school studies. The Board of Education does not sponsor foreign travel.

5. The Board of Education has withdrawn sponsorship of all foreign travel programs involving students of the Weber School District and is not liable for any statements referring to such programs. Any solicitation that connects Weber School District with a foreign travel tour is in violation of district policy. Teachers and other district employees are not allowed to act as agents for a travel agency, to sell that company's products or to present that company's activities to students of their class, school or district.

6. The Board of Education does not authorize its teachers or other employees to use the district or school names for travel connected with a private company. Any solicitation that connects Weber School District with a private domestic tour is in violation of district policy. Teachers are not allowed to act as agents for a travel agency for domestic travel, to sell that company’s products or to represent that company’s activities to students of their class, school or district.
7. All extended-curricular requests must be scrutinized by the local school administration. All travel requests must be in writing and follow the format of the "Extended-Curricular Travel Request" form. All requests must bear the principal's signature and his/her recommendations.

8. Local school promotions/advertising activities can only occur after authorization has been granted at the appropriate administrative level.

9. High school principals are authorized to render final disposition(s) on local school requests where travel would lie within 350 miles of the school district.

10. Travel outside of areas prescribed in #9 will be scrutinized and final disposition rendered by the District Travel Committee. (High school principals, district administrators and two representatives from the Board of Education)

11. The District Travel Committee will submit a summary report to the Board in the spring of each school year.

12. Extended-curricular travel as defined in #2 above shall not extend to the junior high school level with the exception of travel to and use of the Swanson Environmental Center. Any other exception to this policy must be approved by the Board of Education after the District Travel Committee has reviewed and recommended the request from the junior high school principal. The request must explain the extraordinary circumstances of the travel and must be related to the school having qualified to participate in a national competition. Examples include:

12.1 Ninth grade students who qualify to participate in the International Science and Engineering Fair.
12.2 A junior high school team that wins a first place in the State Science Olympiad and is invited to represent Utah at the Nation Science Olympiad.

13. Unless an individual or a group of students from a chartered club or performing class is participating in a district, state, national, or internationally sponsored activity, participation in extended-curricular travel activities will be limited.

14. High schools should have developed a long-range master plan documenting group (chartered clubs) involvement in scheduling extended-curricular travel activities.

15. In the event that a Utah High School Activities Association (UHSAA) directed activity is sanctioned at a distance in Utah where overnight lodging is required, a limited number of activities can be scheduled during the school year for any one group pending scrutiny and final disposition by high school administrators.
16. Weber School District buses and licensed public carriers will be used to transport students.

17. Out-of-school time should not exceed three days; however, if such experiences are district directed, an outgrowth of the curriculum and the experience is education and productive, this time may be extended.

18. Advisor(s) will be required to accompany authorized chartered groups --- to provide leadership, safe conduct and chaperonage.

19. Fund raising projects to promote and assist school/group expenses should not be placed in a pressure position to support these activities. (Refer to fund raising policy in Board Policy book.)

Approved by the Board 06/11/2008
The District Travel Committee was established by the Board of Education for the purpose of reviewing all travel by Weber County School District students on an annual basis. The committee was charged with establishing a format for screening all travel requests. The committee feels travel should be a culmination of sanctioned competition, or direct outgrowths of curriculum programs. Extra curricular travel by a group on an annual basis should be discouraged. A group should have criteria established, prior to local and state competition that must be met to be eligible to request travel for invitationals and festivals. If adequate participation on local region and state level competition are currently provided, travel will not be authorized. Travel experiences should be productive and educational in nature, planned with minimal school time missed, and at minimal cost per individual or group. Every effort should be made to seek out similar experiences locally or within the State of Utah. The principal is the leader of his/her school, and his/her decisions locally as they pertain to the District Travel Guidelines are supported by the District Travel Committee.

1. **D**ISTRICT TRAVEL COMMITTEE COMPOSITION
The District Travel Committee will consist of two Board of Education members appointed by the president of the Board, an assistant superintendent, the director of secondary education, the secondary supervisor, and all high school principals. They will meet annually (early spring) to consider requests for the next school year.

II **TRAVEL REQUESTS COME FROM THREE SOURCES**
A. State and national level competitions that are outgrowths of curriculum programs (science fair, DECA, FFA, FAA, etc.).
B. Special curriculum related travel (Close Up, Youth Congress, Space Groups, etc.).
C. Extra curricular invitational and festivals (music, cheerleaders, drill team, debate, etc.).

III **TRAVEL LIMITATION**
A. Travel within the 350 mile limit, as defined in Weber School District Policy 4600 #9, can be managed and authorized by the local school principal.
B. Extra curricular travel for invitationals and festivals is restricted to the Mountain West and West Coast area (Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Wyoming and Washington)
C. National competitions may be approved provided the school teams/groups qualify at the appropriate state level competitions. See II A. and B. above.
D. High school dances shall be restricted to within 20 miles of the Weber County boundaries.

IV **TRAVEL COSTS**
A. Travel costs vary according to specific programs. Principals should scrutinize costs carefully to insure minimal financial impact on individuals, groups, schools and communities.
B. Extended-curricular travel is subject to District policy on fee waivers. Therefore, groups or individuals must be able to raise the entire cost of the travel experience through fund raising for all fee waiver eligible students. Individual students may exercise the option to pay for part of the travel cost or participate in the fund raising.
V  PROCEDURE FOR REQUESTING TRAVEL

A. Individuals and groups should study the Policy 4600 “Extended-Curricular Travel Activities” and District Travel Guidelines.

B. Present requests to local principal. Principal should insure that the request meets all travel guidelines. If the request doesn’t meet guidelines it should not be forwarded for consideration.

C. Request is presented to District Travel Committee for review (early spring) and approval or denial of the request. Recommendation will be forwarded to the Board of Education in May of each year.

VI  SCHEDULE OF ANNUAL REVIEW

A. September - May  Under the direction/supervision of appointed advisor(s), local school groups/organizations prepare - complete – submit application form(s) to high school principal.

B. March  Principal reviews his/her school’s requests.

C. By April 10  Together the high school principals review all requests where travel is within area (State of Utah, south central Idaho)

D. April  The travel committee will review travel requests beyond Utah/south central Idaho.

E. May 1  Travel committee will submit a written report to Board members.

VII  IF TRAVEL IS APPROVED, THE FOLLOWING MUST BE CONSIDERED BY THE SPONSORING GROUP AND SCHOOL

A. Parent authorization forms will include itinerary/details of trip, student health/medical record and health/accident insurance information.

B. Itinerary and details of trip should be explicit in information:
   1. Transportation  
   2. Cost  
   3. Lodging/meals (address of lodging)  
   4. Supervision  
   5. Schedule (day-by-day)  
   6. Items not covered in cost

C. If the carrier agency is required to provide additional services beyond accommodations and transportation, the carrier agency will evidence the following:
   1. Cost and agreements  
   2. Written statement of legal responsibility and financial stability  
   3. Assurances to include a bond ensuring both safety of dollars paid for the program cost and actual program performance prior to departure.

VIII  DISTRICT SCHOOL BOARD POLICY PROHIBITS FOREIGN TRAVEL

Updated 3/17/2005
Utah Code 53 A-1a-106 requires that:

(2)(b)(i) Each local school board, in consultation with school personnel, parents, and school community councils or similar entities shall establish policies to provide for the effective implementation of a personalized student education plan (SEP) or student education/occupation plan (SEOP) for each student at the school site.

(ii) The policies shall include guidelines and expectations for:
(A) recognizing the student’s accomplishments, strengths, and progress towards meeting student achievement standards as defined in U-PASS;
(B) planning, monitoring, and managing education and career development; and
(C) involving students, parents, and school personnel in preparing and implementing SEP’s and SEOP’s.

(iii) A parent may request conferences with school personnel in addition to SEP or SEOP conferences established by local school board policy.

(iv) Time spent during the school day to implement SEP’s and SEOP’s is considered part of the school term referred to in Subsection 53A-17a-103(5).

In accordance with these requirements the Weber School District has adopted the following policies, guidelines and expectations:

**Elementary Schools**

Students in grades K-6 will have a minimum of two annual SEP conferences involving the student, the student’s parent or guardian, and school personnel. The SEP conference is a partnership between the school, child and the parent/guardian. School personnel will provide time in the SEP conference to learn and/or share information about the student’s interests, learning styles, strengths, accomplishments, needs and student growth. The SEP partnership will also provide an opportunity for celebration of the child’s progress and goal setting for the future. SEP conferences may also include components consistent with each school’s improvement plan.

**Junior Highs**

Each student in junior high school will have one annual individual SEOP conference in grade 7 and in grades 8 or 9, involving the student, the student’s parent or guardian, and school personnel. At least one of these individual conferences must be conducted by a school counselor.

At least one small group SEOP conference (classroom size or smaller) will be held in grades 8 or 9. Parent/guardian notification and involvement is optional, but encouraged. Schools within a cone feeder system are not limited in assisting each other with the facilitation of small group conferences.
High Schools*

Each student in high school will have one annual individual SEOP conference in grade 10 and in grades 11 or 12, involving the student, the student’s parent or guardian, and school personnel. At least one of these individual conferences must be conducted by a school counselor.

At least one small group SEOP conference (classroom size or smaller) will be held in grades 11 or 12. Parent/guardian notification and involvement is optional, but encouraged. Schools within a cone feeder system are not limited in assisting each other with the facilitation of small group conferences.

*Weber School District SEOP conferences will have components that recognize the individual student’s accomplishments, strengths, and progress towards meeting achievement standards as defined in U-PASS and each school’s improvement plan. These components would include grade level objectives, assessments, counselor advisement and goal setting. The SEOP will be the primary means of planning, monitoring, and managing the student’s education plan and career development opportunities.

Approved by the Board 03/2003
The Board recognizes the importance of removing barriers for homeless students. Under the federal Stewart B. McKinney-Vento Act, homeless students are entitled to the following:

1. Homeless students shall be enrolled immediately.

2. Homeless students will be granted full participation in regular school activities and programs.

3. Homeless students cannot be excluded based on their inability to present the following information:
   3.1 Immunization records
   3.2 Medical records
   3.3 Birth certificate
   3.4 Previous school records or transcripts
   3.5 Guardianship records
   3.6 Proof of residency
   3.7 Other required documentation

   The school will continue efforts to assist the student in completing necessary and important records in a timely manner.

4. Homeless students have the following options for choice of school to attend:
   4.1 School of origin
      4.1 A. The school the child has attended when permanently housed
      4.2 B. The school the child last attended
   4.2 The school closest to the shelter or other temporary housing

   The student may remain enrolled in the school of origin for the duration of homelessness or for the remainder of the year if the youth becomes permanently housed during an academic year.

5. Transportation to the school of origin will be provided at the request of the parent/guardian.

6. If a grievance occurs, the student will remain in the school without loss of services pending resolution. The parent or guardian will do the following:
   6.1 Submit the complaint in writing to the principal of the school.
   6.2 The principal has 10 working days to respond to or resolve the written complaint.
   6.3 The parent may appeal the school’s response (or failure to respond) in writing to the Weber District Homeless Liaison (Director of Student Services) who can be contacted at (801) 476-7811.
6.4 If the complaint is not resolved in a satisfactory manner at the district level, the parent may appeal the decision to the State Homeless Coordinator (801) 538-7975.

Approved by the Board 03/07/2007
4800 WORK-BASED LEARNING POLICY

References:
OSHA
UOSHA
Fair Labor Standards Act
Utah SB 28
Federal Child Labor Laws

Purpose:
To implement State Board of Education rules which direct the Weber School District Board of Education to implement a policy regarding work-based learning programs for secondary school students.
To provide direction to schools as they provide work-based learning programs and to establish criteria.

Definition of Terms:

a. Cooperative Education means a structured method of instruction in basic workplace learning. It is designed as a beginning work experience where high school students practice basic skills of appropriate employer/employee relations, team work, customer service, and work assignment responsibilities. The work assignment should relate to the student’s career goal or academic preparation and goals. It is a paid experience.

b. Internship means a structured method of instruction whereby students train with an employer for an occupation relative to the occupational interest, academic preparation and career goal. An employer site mentor supervises the student intern in workplace activities. Activities may include learning a variety of skills related to different job stations/levels within an occupation, participation in a company special project or learning advanced skills to a specific single occupation. It is an unpaid experience and the training student is referred to as a student intern.

c. Job Shadowing means an opportunity for a student to follow an employee at a company for part(s) of one or more days to learn about a particular occupation or job assignment. It may be implemented in context with a particular course of study.

d. Service Learning means a method of instruction which combines community service with a structured school-based opportunity emphasizing the connections between service experiences and academic learning.

e. Work-based Learning means activities that involve actual work experience or connect classroom learning to workplace learning.

f. School-based Enterprise means a business set up on a school site and run by supervised students. Students learn to apply “practical” skills in the production of goods or services for sale or use by others.

g. Student Education Occupation Plan (SEOP) means a primary strategy for recognizing student accomplishments and strengths and for planning, monitoring, and managing education and career development in grades 7-12. This is achieved through an ongoing partnership involving students, parents, school counselors, and other school personnel.
h. **Work site or Workplace** means the actual location where employment/training occurs for a particular occupation(s), or an environment that simulates all aspects/elements of that employment, for instance school-based enterprises.

i. **Parent(s)** is the person(s) who has legal guardianship responsibilities for the student.

**Policy**

Under the direction of the superintendent, school principals are authorized to administer this policy in their respective schools. Work-based learning opportunities include, but may not be limited to: Job Shadowing, Internship, Cooperative Education, Service Learning, and School-based Enterprise.

1. **Student Eligibility**
   1.1 For work-based learning activities, except possibly *job shadowing*, the Student Education Occupation Plan (SEOP) is used as a qualifying indicator for students to participate in a work-based learning experience. The SEOP indicates a student’s occupational interest and classroom preparation for a community site training experience in a selected career field. Eligible students participate on a “space available” basis.
   1.2 Prior to or concurrently with work-based learning, students are to receive instruction on pre-selected objectives derived from the *Secretary’s Commission on Achieving Necessary Skills* (SCANS) report and/or from the Utah State Office of Education critical workplace skills curriculum.

2. **Student Records**

   The following documents must be completed and on file at the school for students participating in work-based learning (exceptions may apply to students participating in job-shadowing):
   - SEOP
   - Student Application
   - Documentation of SCANS and/or critical workplace skills curricula
   - Student Job Activities Grid and Work site Assessment/Evaluation
   - Training Agreement signed between student, parent(s), employer, and education institution
   - Student Work Record
   - Student Evaluation

3. **Training for Students, Student Supervisors, and Cooperating Employers regarding Health Hazards and Safety Procedures in the Workplace**

   3.1 Work-based learning coordinator will inform students of safety and health hazards in the workplace prior to the student leaving the school.
   3.2 Employers will assure a safe work environment and will discuss all safety issues or concerns with the education supervisor during a review of the work site and prior to the student work-based learning experience.
4. Approval of Cooperating Employers and Off-Campus Work Sites

School site coordinator will ensure that all employers desiring to participate in the School-to-Careers program whether public or private, satisfy the following requirements, and agree to abide by such requirements in writing before students can be assigned to an employer’s off-campus work site through the School-to-Careers program.

4.1 Accessibility: The off-campus work site must be in compliance with relevant provisions of the American with Disabilities Act, regarding access to individuals with disabilities.

4.2 Safety: The off-campus work site must be in compliance with the applicable safety codes, especially those outlined in the federal Occupational Safety and Health Act (OSHA) and the Utah Occupational Safety and Health Act (UOSHA)

4.3 Hazardous Occupations: According to the Industrial Commission of Utah and the Child Labor Requirement in Nonagricultural Occupations under the Fair Labor Standards Act, the following activities are deemed to be hazardous occupation activities:

4.3 A. Manufacturing and storing explosives;
4.3 B. Motor-vehicle driving and outside helper;
4.3 C. Coal mining;
4.3 D. Logging and saw milling;
4.3 E. Power-driven woodworking machines;
4.3 F. Exposure to radioactive substances;
4.3 G. Power-driven hoisting apparatus;
4.3 H. Power-driven metal-forming
4.3 I. Mining, other than coal mining;
4.3 J. Slaughtering, or meat-packing, processing, or rendering;
4.3 K. Power-driven bakery machines;
4.3 L. Manufacturing brick, tile, and kindred products;
4.3 M. Power-driven circular saws, band saws, and guillotine shears;
4.3 N. Wrecking, demolition, and ship breaking operations;
4.3 O. Roofing operations;
4.3 P. Excavation operations.

The employer shall not allow any student to participate in these activities unless: 1) it provides careful supervision as defined in this policy; 2) the student is at least 16 years of age; 3) the student has taken or is taking a state and District-approved vocational program related to the on-the-job training provided at the work site; and 4) the student has signed an apprenticeship agreement and furnished a copy of the agreement to the Industrial Commission of Utah.

4.4 Supervision: The employer must provide appropriate supervision for the student at all times.

4.5 Child labor laws: The employer must adhere to all applicable state and federal child labor laws.
4.6 **Wage laws:** The employer must adhere to all applicable state and federal wage laws.

4.7 **Discrimination:** The employer must comply with all state and federal anti-discrimination laws, and prohibit discrimination against students and other employees on the basis of race, color, national origin, religion, age, or disability in its treatment and assignment of students to jobs, hours of employment, levels of responsibility, and pay.

5. **Student Transportation**

5.1 Students participating in school organized career awareness field trips are transported by school district approved carriers.

5.2 Students participating in work-based learning programs (except as noted in 5.1), the determination of the method of transporting students to and from the work site is the parents’ responsibility.

6. **Supervision and Evaluation by Employers**

6.1 **Supervision:** All cooperating employers shall provide appropriate supervision for students working at an off-campus work site as part of their School-to-Careers program. In the case of hazardous occupations, the employer or organization shall provide “careful supervision” defined as “training safeguards and supervision reasonable necessary in light of an apprentice’s current level of preparation and experience relative to a given task considered hazardous.”

6.2 **Training:** The cooperating employer shall provide a training program, with varied experiences, which will contribute to the education of the student.

6.3 **Evaluation:** The cooperating employer shall complete an evaluation, provided by the coordinating school personnel, of the student on a regular basis. Upon completing the evaluation, the employer will notify cooperating school personnel and schedule a conference with school staff and the student. The evaluation shall be shared with the student to identify student skills that may need improvement, objectives that remain to be reached, changes that may be needed in the training agreement, and progress the student has made.

7. **Supervision and Evaluation By School Personnel**

7.1 The school site coordinator will:

7.1 A. Approve the cooperating employer and work site;

7.1 B. Visit and assist the employer in establishing an appropriate training program;

7.1 C. Conduct regular observations of the student on the job;

7.1 D. Coordinate with the employer on the evaluation of the student (final evaluation is the prerogative of the school);

7.1 E. Provide meaningful in-school instruction related to the employment/training activities of the student;

7.1 F. Monitor the student’s academic progress and provide notice to the student and the student’s parent or guardian when the student’s in-
school work related to the student’s work experience (school-based learning component) drops below a C level;

7.1 G. Inform student about safety and health hazards in the workplace prior to the student’s placement in an off-campus work site and how to obtain initial treatment for work-related injuries;

7.1 H. Cooperate with the employer to jointly provide ongoing safety training to the student;

7.1 I. Instruct students participating in unpaid internships or paid work experience how to file and Employee’s First Report of Injury and other applicable forms in the event of a work-related injury;

7.1 J. Make every reasonable attempt to solve problems at the local level by involving the cooperating employer or organization, the student’s parent/guardian, student, and community.

8. **Insurance coverage**
   8.1 For paid work employment, work injuries and occupational disease insurance benefits are covered by the employer’s workers’ compensation.
   8.2 For unpaid work experiences, work injuries and occupational disease insurance benefits are covered by the local educational agency’s workers’ compensation as specified by Utah SB 28.
   8.3 The determination of additional insurance coverage for the student is the parents’ responsibility.

9. **Appropriate Supervision and Evaluation of the Student by the Local Education Agency**
   The education supervisor will:
   9.1 approve the cooperating employer work site and training,
   9.2 inform students of safety and health hazards in the workplace prior to the student leaving the school,
   9.3 assure “careful supervision” of the student at the training site,
   9.4 coordinate with the employer on student training and evaluation.
   9.5 students will be placed in training sites under careful supervision and in accordance with Federal Child Labor Laws.

10. **Appropriate Involvement and Approval by the Student’s Parent(s) in the Work-based Learning Program**
    The parent(s) will:
    10.1 partner with the school, school counselor, school personnel, student, by participating in the SEOP process,
    10.2 support the student’s participation in the work-based learning program,
    10.3 determine the method of transporting students to and from the work site,
    10.4 assume responsibility for the student’s released time from school.

Approved by the Board 12/03/2003