

**BOARD OF EDUCATION
MINUTES OF THE REGULAR MEETING
Held at the Administration Building
45 East State Street
Farmington, UT 84025 in Farmington, Utah
Tuesday, August 4, 2026, at 6:00 PM**

Members of the Board present: President Gordon Eckersley; Vice President Mona Andrus, Kathie Bone, Tamara Lowe, Barbara Smith, Larry Smith, and Julie Tanner.

Members of the Board excused:

Administrators present: Reid Newey, Superintendent; Craig Poll, Assistant Superintendent; Craig Carter, Business Administrator; Pam Park, Assistant Superintendent; Rulon Homer, Secondary School Director; Dave Tanner, Secondary School Director; John Sheffield, Elementary School Director; Gwen Hill, Elementary School Director; Helene Van Natter, Elementary School Director; Chris Williams, Community Relations Director; Tim Leffel, Finance/Accounting Administrator; Dr. Logan Toone, Assessment Director; Ben Onofrio, Legal Counsel; Patty Norman, Curriculum Director; Special Education Director; Teresa Oster, Head Start/Early Head Start Director; John Zurbuchen, Title I Director; Roger King, Head Start Coordinator; Shauna Lund, Community Relations Specialist; and Michelle Caldwell-Pierce, Auditor.

Administrators excused:

_ made a motion to approve _ . _ seconded the motion.

1. BOARD MEETING - 6:00 P.M. - Administration Building, 45 East State Street, Farmington, UT

A. INTRODUCTORY ITEMS

1. Welcome and Introductions

2. Pledge of Allegiance

B. PUBLIC COMMENT PERIOD

1. Public Comment Rules

C. BOARD RECOGNITION

1. Recognition of Superintendent of the Year

D. INFORMATION ITEMS

1. Board Reports

2. Superintendent Report

E. CONSENT ITEMS

1. Board Minutes (exhibit) 3

2. Personnel Report (exhibit) 9

3. 3RM-004 Emergency Response Preparedness Plan (exhibit) 15

4. 5S-101 School Attendance and Truancy Intervention (exhibit) 19

5. 11IR-110 Student Data and Family Privacy Protection (exhibit) 30

F. BUSINESS ITEMS

1. 2027 Board Meeting Schedule (exhibit) 39

2. 5S-100 Student Conduct and Discipline **First and FINAL** (exhibit) 40

3. Approval of 2026-2027 Curriculum Review Committee (exhibit) 76

4. Strategic Plan Graphic (exhibit) 77

5. Davis High School Greenhouse Rebuild (exhibit) 87

The meeting adjourned at _

**Board of Education New Construction Tour – 12:30 p.m.
Administration Building, Farmington, UT
Tuesday, July 21, 2026**

Board Members Present:

President Brigit Gerrard, Vice President Emily Price, Julie Powell, Michelle Barber, and Joani Stevens.

Board Members Excused:

Kristen Hogan and Alisa Mercer

Administration Present:

Superintendent Dr. Dan Linford, Business Administrator Mr. Tim Leffel, Asst. Superintendent Dr. Fidel Montero, and Asst. Superintendent Ms. Chadli Bodily.

Administration Excused:

Asst. Superintendent Dr. Logan Toone.

Board of Education New Construction Tour:

The Board of Education will depart the district office on a bus at 12:30 pm. The Board will walk through and/or drive by several school construction/remodel projects in process.

Mr. Tim Leffel, Business Administrator & Mr. Weston Weekes, District Facilities Administrator

President
Board of Education
Davis School District

Business Administrator
Board of Education
Davis School District

A Closed Meeting May Be Held to Discuss Property, Negotiations, Personnel Issues, Pending Litigation or Development of Security. In compliance with the Americans with Disabilities Act, persons needing special accommodations for this meeting should call Steve Baker at 801-402-5315 to make appropriate arrangements. Advance notice is appreciated.

**Board Workshop – 4:00 p.m.
Administration Building, Farmington, UT
Tuesday, July 21, 2026**

Live-streamed via YouTube
<https://www.youtube.com/live/x5GPVtRYsF8>

Board Members Present:

President Brigit Gerrard, Vice President Emily Price, Julie Powell, Michelle Barber, and Joani Stevens.

Board Members Excused:

Kristen Hogan and Alisa Mercer

Administration Present:

Superintendent Dr. Dan Linford, Business Administrator Mr. Tim Leffel, Asst. Superintendent Dr. Logan Toone, Asst. Superintendent Dr. Fidel Montero, and Asst. Superintendent Ms. Chadli Bodily.

Welcome:

Ms. Brigit Gerrard, Board President

Pledge of Allegiance:

Ms. Michelle Barber, Board Member

AGENDA ITEMS

Operational Excellence: Human Resources Department Hiring Procedures &

Processes: Ms. Chadli Bodily, Asst. Superintendent & Dr. Greg Wilkey, Human Resources Director, and Ms. Deanne Kapetanov – Secondary Director.

Operational Excellence: Capital Project Presentation

Mr. Tim Leffel, Business Administer & Mr. Weston Weekes, District Facilities Administrator

Academic Achievement: Introduction of New Administrators

Dan Linford, Superintendent

The meeting was adjourned at 5:20 pm.

President
Board of Education
Davis School District

Business Administrator
Board of Education
Davis School District

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**Board of Education Meeting – 6:00 p.m.
Administration Building, Farmington, UT
Tuesday, July 21, 2026**

Live-streamed via YouTube
<https://www.youtube.com/live/OaQKvssvIWw>

Board Members Present:

President Brigit Gerrard, Vice President Emily Price, Julie Powell, Michelle Barber, and Joani Stevens.

Board Members Excused:

Kristen Hogan and Alisa Mercer

Administration Present:

Superintendent Dr. Dan Linford, Business Administrator Mr. Tim Leffel, Asst. Superintendent Dr. Logan Toone, Asst. Superintendent Dr. Fidel Montero, and Asst Superintendent Ms. Chadli Bodily.

Introductory Items:

Welcome

Ms. Brigit Gerrard, Board President

Public Comment Period:

No-one signed up

Board Recognition

Farmington High School Marching Band

Ms. Deanne Kapetanov, Secondary Director & Mr. Justin Whittaker, Farmington High School Principal

My Hometown Volunteers: Mr. Kurt Deru & Ms. Denise Deru

Ms. Brigit Gerrard, Board President

Information Items

Board Reports

Superintendent Report

Dr. Dan Linford, Superintendent

Early Learning Plan

Mr. TJ Strain, Teaching & Learning Dept. Director

Consent Items

1. Board Minutes
Mr. Tim Leffel, Business Administrator
2. Financial Report

Mr. Tim Leffel, Business Administrator

3. Personnel Report
Ms. Chadli Bodily, Asst. Superintendent
4. Fee Schedules 2026-2027
Ms. Deanne Kapetanov, School Director
5. Instructional Materials Approval
Mr. TJ Strain, Teaching & Learning Dept. Director
6. Sensitive Materials Appeal Committee Recommendation
Dr. Logan Toone, Asst. Superintendent
7. 5S-001 Enrollment Options for Students
Mr. Ben Onofrio, General Counsel
8. 5S-002 Registration and Pupil Accounting Procedures
Mr. Ben Onofrio, General Counsel
9. 5S-202 Authorization of Student Clubs and Organizations
Mr. Ben Onofrio, General Counsel

Emily Price made a motion to approve Consent Items 1 – 4 and 6 -9. Julie Powell seconded the motion.

President Brigit Gerrard, Vice President Emily Price, Julie Powell, Michelle Barber, and Joani Stevens voted in favor. There was none in opposition. The motion passed.

Michelle Barber made a motion to approve Consent Item 5. Emily Price seconded the motion.

President Brigit Gerrard, Vice President Emily Price, Julie Powell, Michelle Barber, and Joani Stevens voted in favor. There was none in opposition. The motion passed.

Business Items

7SS-003 Technology Resources and Internet Safety First & Final

Mr. Ben Onofrio, General Counsel

Emily Price made a motion to approve 7SS-003 Technology Resources and Internet Safety on a First and Final Reading. Joani Stevens seconded the motion.

President Brigit Gerrard, Vice President Emily Price, Julie Powell, Michelle Barber, and Joani Stevens voted in favor. There was none in opposition. The motion passed.

Boulton Elementary HVAC Renovation Engineer Selection to Resolut Group.

Mr. Tim Leffel, Business Administrator

Emily Price made a motion to approve the Boulton Elementary HVAC Renovation Engineer Selection to Resolut Group. Michelle Barber seconded the motion.

President Brigit Gerrard, Vice President Emily Price, Julie Powell, Michelle Barber, and Joani Stevens voted in favor. There was none in opposition. The motion passed.

Catalyst Center Expansion Cm/Gc Selection to Hughes General Contractors

Mr. Tim Leffel, Business Administrator

Joani Stevens made a motion to approve the Catalyst Center Expansion Cm/Gc Selection to Hughes General Contractors. Emily Price seconded the motion.

President Brigit Gerrard, Vice President Emily Price, Julie Powell, Michelle Barber, and Joani Stevens voted in favor. There was none in opposition. The motion passed.

The meeting adjourned at 6:57 pm.

President
Board of Education
Davis School District

Business Administrator
Board of Education
Davis School District

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Change Type: New District Hire

Name	EMP ID	Effective Dt	Job Code Information	Location Information
BLACK, CAITLYN	404178	13-JUL-2026	283PART TIME CUSTODIAN	112 BOUNTIFUL ELEMENTARY
HARAYDA, AMY	142513	13-JUL-2026	407RESTAURANT COOK	54 CAFE CENTRAL
WENTWORTH, ISABELLA	354506	27-JUL-2026	283PART TIME CUSTODIAN	406 CENTERVILLE JR HIGH
DELA ROSA, MIKOLLO	404535	14-JUL-2026	283PART TIME CUSTODIAN	120 CLINTON ELEMENTARY
HOLBROOK, LUCILLE	381862	27-JUL-2026	670SUMMER PART TIME CUSTODI	151 CREEKSIDE ELEMENTARY
GUERRERO, KARELYS	404570	27-JUL-2026	285GENERAL CUSTODIAN - SECO	16 CUSTODIAL SERVICES
SEAMAN, DAVIS	404718	27-JUL-2026	285GENERAL CUSTODIAN - SECO	16 CUSTODIAL SERVICES
RANSOM, CASON	382707	14-JUL-2026	670SUMMER PART TIME CUSTODI	53 DISC BUILDING
YOSPE, MADELINE	404555	20-JUL-2026	283PART TIME CUSTODIAN	709 FARMINGTON HIGH SCHOOL
ELKINS, RYLEE	354511	27-JUL-2026	283PART TIME CUSTODIAN	409 FARMINGTON JR HIGH
STOKER, RACHEL	404231	20-JUL-2026	283PART TIME CUSTODIAN	424 LEGACY JR HIGH
CLINGER, EVAN	404609	20-JUL-2026	354SUMMER CREW - MAINT	52 MAINTENANCE DEPT
SMITH, CHASE	404720	29-JUL-2026	354SUMMER CREW - MAINT	52 MAINTENANCE DEPT
HERRERA, HILDA	305459	21-JUL-2026	408FOOD PROCESSING SPECIALI	28 NUTRITION SERVICES
READING, NATE	369725	16-JUL-2026	283PART TIME CUSTODIAN	158 SOUTH WEBER ELEMENTARY
NIELSON, BLAISE	402697	13-JUL-2026	283PART TIME CUSTODIAN	163 STILL WATER ELEMENTARY
SISNEROS, CARTER	404544	15-JUL-2026	283PART TIME CUSTODIAN	163 STILL WATER ELEMENTARY
TOUCHARD, BAILEY	404558	16-JUL-2026	283PART TIME CUSTODIAN	163 STILL WATER ELEMENTARY
TRIVITT, ETHAN	402432	13-JUL-2026	283PART TIME CUSTODIAN	163 STILL WATER ELEMENTARY
BAKER, ABIGAIL	404622	20-JUL-2026	283PART TIME CUSTODIAN	171 SUNBURST ELEMENTARY
STRAKA, JULIAN	404623	23-JUL-2026	741BEGINNING NETWORK ENGINE	27 TELECOMMUNICATIONS
BLACK, CALEB	400736	16-JUL-2026	283PART TIME CUSTODIAN	194 VALLEY VIEW ELEMENTARY

Change Type: Separation		Termination		
Name	EMP ID	Effective Dt	Job Code Information	Location Information
AIMONE, DIXIE	400599	22-MAY-2026	688TEACHER ASST-SPEC ED (SP	102 ADAMS ELEMENTARY
BANCROFT, KRISTINA	288827	07-MAY-2026	520TITLE I TUTOR	104 ADELAIDE ELEMENTARY
CROW, KRISTYN	298872	29-MAY-2026	312SITE COORDINATOR	104 ADELAIDE ELEMENTARY
GUIVER, TAMMERA	289599	22-MAY-2026	313TEACHER ASSISTANT	104 ADELAIDE ELEMENTARY
HOWELL, SHARON	182434	22-MAY-2026	520TITLE I TUTOR	104 ADELAIDE ELEMENTARY
MOSS, ELLIE	384373	22-MAY-2026	575OFFICE ASSISTANT	104 ADELAIDE ELEMENTARY
SALAS, NANCY	396889	22-MAY-2026	313TEACHER ASSISTANT	104 ADELAIDE ELEMENTARY
PLUMLEY, ANDREA	137528	22-MAY-2026	313TEACHER ASSISTANT	106 ANTELOPE ELEMENTARY
SMITH, BRENDA	27200	22-MAY-2026	520TITLE I TUTOR	106 ANTELOPE ELEMENTARY
KENT, KARADIE	344707	22-MAY-2026	688TEACHER ASST-SPEC ED (SP	108 BOULTON ELEMENTARY
TUELLER, LIVY	401489	21-MAY-2026	358STUDENT EMPLOYEE	112 BOUNTIFUL ELEMENTARY
WARNICK, TRAVIS	316659	30-JUN-2026	10HIGH SCHOOL PRINCIPAL	704 BOUNTIFUL HIGH SCHOOL
HASLAM, KRISTI	371740	22-MAY-2025	313TEACHER ASSISTANT	169 CANYON CREEK ELEMENTARY
OLSEN, NATALIE	358576	22-MAY-2026	575OFFICE ASSISTANT	131 COLUMBIA ELEMENTARY
FORD, AMY	328686	26-JUN-2026	605COMMUNITY RELATIONS SPEC	19 COMMUNITY RELATIONS
VAN WEEZEP, KIMBERLEE	196067	21-MAY-2026	373PREP TIME SPECIALIST	122 COOK ELEMENTARY
ADAMS, STACI	402333	13-MAY-2026	313TEACHER ASSISTANT	124 CRESTVIEW ELEMENTARY
WINTER, TAWNY	358326	22-MAY-2026	575OFFICE ASSISTANT	148 EAGLE BAY ELEMENTARY
WINTER, TAWNY	358326	22-MAY-2026	313TEACHER ASSISTANT	148 EAGLE BAY ELEMENTARY
DUANGDARA, CHOU	5997	30-JUN-2026	265FACILITY MANAGER - ELEME	129 EAST LAYTON ELEMENTARY
GOLDHARDT, CHESNEY	298695	22-MAY-2026	380TEACHER ASST - 504	136 ELLISON PARK ELEMENTARY
SEEGMILLER, JANAKA	399730	22-MAY-2026	688TEACHER ASST-SPEC ED (SP	136 ELLISON PARK ELEMENTARY
FLOYD, CELESTE	385359	22-MAY-2026	575OFFICE ASSISTANT	161 ENDEAVOUR ELEMENTARY
MORGAN, JENNIFER	391901	22-MAY-2026	313TEACHER ASSISTANT	161 ENDEAVOUR ELEMENTARY
SANFORD, AMBER	370692	22-MAY-2026	614RECORDS ASSISTANT-SPEC E	709 FARMINGTON HIGH SCHOOL
ANDERSON, KATHRYN	301977	22-MAY-2026	313TEACHER ASSISTANT	409 FARMINGTON JR HIGH
DELGADO, HEATHER	398900	22-MAY-2026	688TEACHER ASST-SPEC ED (SP	137 HOLT ELEMENTARY
CLARKE, BOBBIE	150686	22-MAY-2026	688TEACHER ASST-SPEC ED (SP	170 KAY'S CREEK ELEMENTARY
MERRILL, TIFFANY	389016	19-MAY-2026	313TEACHER ASSISTANT	170 KAY'S CREEK ELEMENTARY
LEFEVRE, CARRIE	249469	22-MAY-2026	575OFFICE ASSISTANT	155 LAKESIDE ELEMENTARY
LEFEVRE, CARRIE	249469	22-MAY-2026	313TEACHER ASSISTANT	155 LAKESIDE ELEMENTARY
JOHNSON, KYLIE	400212	21-MAY-2026	333TEACHER ASST-SPEC ED	144 LAYTON ELEMENTARY
FIRMAGE, JESS	255519	22-MAY-2026	333TEACHER ASST-SPEC ED	424 LEGACY JR HIGH

Change Type: Separation		Termination		
Name	EMP ID	Effective Dt	Job Code Information	Location Information
HAYES, DEVIN	392545	22-MAY-2026	593ELEM BEHAVIOR SUPPORT PE	143 LINCOLN ELEMENTARY
VAUGHN, HOLLY	400889	22-MAY-2026	313TEACHER ASSISTANT	143 LINCOLN ELEMENTARY
LITTLE, FRANK	256220	30-JUN-2026	207FOREMAN - PLUMBING	52 MAINTENANCE DEPT
BATEMAN, SIERRA	335049	22-MAY-2026	614RECORDS ASSISTANT-SPEC E	154 MOUNTAIN VIEW ELEMENTARY
BURNS, BRITTANY	267122	22-MAY-2026	688TEACHER ASST-SPEC ED (SP	154 MOUNTAIN VIEW ELEMENTARY
OHARA, REBECCA	307100	14-MAY-2026	313TEACHER ASSISTANT	142 MUIR ELEMENTARY
YOUNG, JUDY	80583	22-MAY-2026	313TEACHER ASSISTANT	142 MUIR ELEMENTARY
LEE, TREVAN	319666	22-MAY-2026	688TEACHER ASST-SPEC ED (SP	412 NORTH DAVIS JR HIGH
CHO, AFTON	398813	22-MAY-2026	373PREP TIME SPECIALIST	146 OAK HILLS ELEMENTARY
JOHNSON, MELISSA	399108	13-MAY-2026	313TEACHER ASSISTANT	167 ODYSSEY ELEMENTARY
RICHARDSON, HALIE	403043	22-MAY-2026	688TEACHER ASST-SPEC ED (SP	147 ORCHARD ELEMENTARY
VERNON, KATHERINE	402290	22-MAY-2026	313TEACHER ASSISTANT	147 ORCHARD ELEMENTARY
VAN HORN, SPENCER	343508	30-JUN-2026	285GENERAL CUSTODIAN - SECO	733 RENAISSANCE ACADEMY
RICHEY, JOSHUA	119818	30-JUN-2026	265FACILITY MANAGER - ELEME	160 SAND SPRINGS ELEMENTARY
TORO, MADDYSON	395938	22-MAY-2026	333TEACHER ASST-SPEC ED	41 SPECIAL EDUCATION
DEWEY, RYAN	375679	22-MAY-2026	575OFFICE ASSISTANT	171 SUNBURST ELEMENTARY
HASTINGS, KATELYNN	401054	21-MAY-2026	313TEACHER ASSISTANT	418 SUNSET JR HIGH
JEFFREY, CYNTHIA	275402	22-MAY-2026	313TEACHER ASSISTANT	418 SUNSET JR HIGH
JOHNSON, SAWYER	400922	19-DEC-2025	313TEACHER ASSISTANT	418 SUNSET JR HIGH
SIEVERTS, TAMARA	119355	21-MAY-2026	333TEACHER ASST-SPEC ED	138 TAYLOR ELEMENTARY
KULM, TARA	127127	22-MAY-2026	48LITERACY COACH	35 TEACHING AND LEARNING DE
JOHNSON, STACIE	367442	22-MAY-2026	333TEACHER ASST-SPEC ED	193 VAE VIEW ELEMENTARY
KEIL, BRITTANY	293938	15-MAY-2026	333TEACHER ASST-SPEC ED	193 VAE VIEW ELEMENTARY
KINGHORN, CRYSTAL	380123	22-MAY-2026	313TEACHER ASSISTANT	193 VAE VIEW ELEMENTARY
ANDRUS, SHAWNA	627	21-MAY-2026	313TEACHER ASSISTANT	194 VALLEY VIEW ELEMENTARY
BALDWIN, LISA	306776	18-MAY-2026	313TEACHER ASSISTANT	194 VALLEY VIEW ELEMENTARY
HANEY, HANNAH	399119	21-MAY-2026	313TEACHER ASSISTANT	194 VALLEY VIEW ELEMENTARY
LAMOUREUX, MIKELLE	257782	21-MAY-2026	313TEACHER ASSISTANT	194 VALLEY VIEW ELEMENTARY
WAITE, RACHEL	400982	21-MAY-2026	313TEACHER ASSISTANT	194 VALLEY VIEW ELEMENTARY
GARDUNO, KENLEE	403010	04-MAY-2026	520TITLE I TUTOR	180 WASATCH ELEMENTARY
STEVENS, EMILY	398993	18-MAY-2026	688TEACHER ASST-SPEC ED (SP	188 WEST POINT ELEMENTARY
EVANS, WHITNEY	286891	22-MAY-2026	313TEACHER ASSISTANT	152 WOODS CROSS ELEMENTARY
YOUNGBERG, MATTHEW	400269	22-MAY-2026	358STUDENT EMPLOYEE	152 WOODS CROSS ELEMENTARY

Change Type: Separation		Retirement		
Name	EMP ID	Effective Dt	Job Code Information	Location Information
CHAMBERS, CYNTHIA	3905	30-APR-2026	475 PAYROLL TECHNICIAN II	21 ACCOUNTING DEPT
DOWNING, JOHN	84932	30-JUN-2026	14 ASSISTANT JR HIGH PRINCI	426 CENTENNIAL JR HIGH
BERTRAM, LESLIE	97532	30-JUN-2026	12 ELEMENTARY PRINCIPAL	116 CENTERVILLE ELEMENTARY
CAMPBELL, GARY	3532	13-FEB-2026	283 PART TIME CUSTODIAN	408 CENTRAL DAVIS JR HIGH
SHADBOLT, ROBERT	19324	29-MAY-2026	132 NETWORK SYSTEMS ANALYST	24 COMPUTER TECH SUPPORT
FRANKLIN, DEANNA	98842	27-MAR-2026	698 SENIOR SYSTEMS ANALYST (	23 DATA PROCESSING DEPT
PETERSON, DOUGLAS	17022	30-JUN-2026	13 ASSISTANT SR HIGH PRINCI	708 DAVIS HIGH SCHOOL
URIBE, THERESA	22249	22-MAY-2026	575 OFFICE ASSISTANT	128 DOXEY ELEMENTARY
HODGEN, DALE	9980	30-JUN-2026	285 GENERAL CUSTODIAN - SECO	709 FARMINGTON HIGH SCHOOL
CLARK, WAYNE	4378	30-JUN-2026	213 FOREMAN - MOTORS/REFRIGE	52 MAINTENANCE DEPT
RADFORD, WILLIAM	17657	30-JUN-2026	223 FOREMAN - WELDING	52 MAINTENANCE DEPT
OLIVER, TAMILLA	16045	30-JUN-2026	11 JR HIGH PRINCIPAL	418 SUNSET JR HIGH
KELLER, RUTHANNE	11777	30-JUN-2026	6 ELEM/SEC DIRECTOR	12 SUPERINTENDENTS OFFICE
GREENWOOD, HENRY	256459	15-APR-2026	692 BUS DRIVER WITH TRAINING	55 TRANSPORTATION DEPT

Change Type: Transfer		Reassignment		
Name	EMP ID	Effective Dt	Job Code Information	Location Information
SMITH, ABIGAIL	383970	27-JUL-2026	283PART TIME CUSTODIAN	706CLEARFIELD HIGH SCHOOL
ISAACSON, ARLENE	354708	20-JUL-2026	150ADMINISTRATIVE ASSISTANT	19COMMUNITY RELATIONS
PETERSON, KIERSTEN	304514	01-JUL-2026	333TEACHER ASST-SPEC ED	122COOK ELEMENTARY
WILLIAMS, JARED	293618	01-JUL-2026	601SENIOR SYSTEMS ANALYST	23DATA PROCESSING DEPT
WILLIAMS, PERRY	296000	13-JUL-2026	283PART TIME CUSTODIAN	53DISC BUILDING
KENT, IAN	397540	20-JUL-2026	283PART TIME CUSTODIAN	402FAIRFIELD JR HIGH
SKOUSEN, ANALEY	370143	27-JUL-2026	344GENERAL CUSTODIAN - ELEM	157HERITAGE ELEMENTARY
BRIDGES, JONATHAN	370179	01-JUL-2026	19ELEM ADMINISTRATIVE INTE	130KING ELEMENTARY
BIRD, ANDREW	117153	01-JUL-2026	580HIGH SCHOOL ADMINISTRATI	710LAYTON HIGH SCHOOL
HESS, LEONARD	292075	21-JUL-2026	213FOREMAN - MOTORS/REFRIGE	52MAINTENANCE DEPT
WALKER, DAN	123003	16-JUL-2026	223FOREMAN - WELDING	52MAINTENANCE DEPT
TURPIN, AVERY	389685	16-JUL-2026	283PART TIME CUSTODIAN	154MOUNTAIN VIEW ELEMENTARY
THOMPSON, KADE	404180	16-JUL-2026	283PART TIME CUSTODIAN	733RENAISSANCE ACADEMY
NEUMANN, MCKENZIE	399397	01-JUL-2026	333TEACHER ASST-SPEC ED	160SAND SPRINGS ELEMENTARY
KUNZ, JENNIFER	402547	01-JUL-2026	575OFFICE ASSISTANT	158SOUTH WEBER ELEMENTARY
OLIPHANT, ELIZABETH	154459	01-JUL-2026	668ADMINISTRATIVE ASSISTANT	41SPECIAL EDUCATION
VAN LEEUWEN, JOHN	397550	27-JUL-2026	283PART TIME CUSTODIAN	163STILL WATER ELEMENTARY
PERSINGER, SHIA	383560	31-JUL-2026	266ASST FACILITY MANAGER -	418SUNSET JR HIGH
BROWN, BRITTANI	25948	01-JUL-2026	48LITERACY COACH	35TEACHING AND LEARNING DE
HENDRICKS, CASEY	289740	22-JUL-2026	369SCHOOL TECHNOLOGY SPECIA	51TECHNOLOGY INTEGRATION C
JORGENSEN, ALLAN	390967	23-JUL-2026	369SCHOOL TECHNOLOGY SPECIA	51TECHNOLOGY INTEGRATION C
JORGENSEN, ALLAN	390967	23-JUL-2026	370SCHOOL TECHNOLOGY SPECIA	51TECHNOLOGY INTEGRATION C
WANGSGAARD, JAKE	281076	01-JUL-2026	262FACILITY MANAGER - JR. H	650VISTA EDUCATION CAMPUS

Change Type: LEA-Specific		Licensing		
Name	EMP ID	Effective Dt	Job Code Information	Location Information
MAPLES, KABRIE				Description Not Found
WHITE, KAITLYN	150847			999 INACTIVE LOCATION
KUNKEL, ZAE	299741			711 NORTHRIDGE HIGH SCHOOL

Davis School District Policy and Procedures

Subject: 3RM-004 Emergency Preparedness
Index: Risk Management and Workplace Safety
Revised: ~~January 21, 2025~~ August 4, 2026

1. PURPOSE AND PHILOSOPHY

The purpose of this policy is to establish general criteria for both Emergency Preparedness and Emergency Response plans for the District and its schools in the event of emergencies that could reasonably endanger the safety of school children or disrupt the operation of the school.

2. POLICY

The Board recognizes that the safety of students and staff is best met by preparedness response which shall ensure that the health and safety of students and staff are safeguarded, any disruption to the education program is minimized, and students and employees are trained to respond to emergency situations.

2.1. Emergency Operations Plan

To anticipate and prepare for such events, a District level Emergency Operation Plan shall be established and maintained which provides operational direction. The District Plan is the implementing document for this policy. It outlines the *what*, *where*, and *when* in relation to emergency preparedness and incident response in the District.

2.2. Emergency Preparedness Plan (EPP)

Each school shall develop and implement a comprehensive emergency preparedness plan that addresses:

- 2.2.1. chain of command;
- 2.2.2. emergency contacts;
- 2.2.3. natural or man-made disasters;
- 2.2.4. accidents;
- 2.2.5. civil disturbances; and
- 2.2.6. a comprehensive emergency response plan to prevent and combat violence in schools, on school grounds, on school vehicles, and in connection with school-related activities or events.

2.3. Cardiac Emergency Response Plans

Each school shall develop and maintain a Cardiac Emergency Response Plan (CERP) consistent with the requirements of Utah Code Ann. §53G-9-216. The CERP shall address:

- 2.3.1. Placement, accessibility, and maintenance of automated external defibrillators (AED's);
- 2.3.2. Designation and training of appropriate school staff in first aid, CPR, and AED use;
- 2.3.3. Procedures for responding to sudden cardiac arrest and activating emergency medical services; and
- 2.3.4. Coordination with District and local emergency response systems.

~~2.3.~~ 2.4. Standard Operating Procedures (SOPs)

Each plan, either District or school level, will be augmented by documents outlining specific supporting tasks emphasizing *who* is responsible for the task and *when* and *how* tasks are to be performed. These SOPs reflect how we intend to do business in the

event of an incident. Through these pre-event assignments, awareness is increased, confidence built, and smooth transition from daily to emergency operations is assured.

~~2.4.2.5.~~ Training and Emergency Drills

~~2.4.1.2.5.1.~~ Initial and refresher training shall be provided in support of the plans and procedures.

~~2.4.2.2.5.2.~~ Emergency and fire drills shall be conducted in accordance with Utah Administrative Code R277-400-6. A record of all emergency and fire drills shall be kept by the school principal on the District computer Emergency and Fire Drill Reporting Screen.

~~2.4.3.2.5.3.~~ The plan and SOPs will be validated through conduct of exercises and drills which identify areas for additional training or revisions of procedures and also to ensure continued readiness.

~~2.5.2.6.~~ Parent and Student Reunification Plan

~~2.5.1.2.6.1.~~ In cooperation with the District and local law enforcement agencies, each school shall establish a parent and student reunification plan.

~~2.5.2.2.6.2.~~ As part of the registration and enrollment process, each school shall provide parents a summary of parental expectations and notification procedures related to the school parent and student reunification plan and shall publish the information on the school's website.

3. AUTHORITY AND RESPONSIBILITY

3.1. Superintendent

The superintendent shall develop procedures for handling of school incidents and emergencies which include a plan for the prompt and safe evacuation of the schools; other procedures deemed necessary to ensure safety of lives; protection of property; and continuity of operation.

3.2. Principals

The principal of each school, in coordination with local law and fire authorities, is responsible for the safety of all students and personnel on the campus. Site level plans will be developed and kept current. Updated EPP's shall be due annually by the last Friday of October. Training in the plan shall be conducted as well as emergency drills required in the District Plan. Attendance for training sessions shall be documented. The principal shall designate a person who will oversee the school during his/her absence. In the event of an incident requiring police or fire response, full cooperation will be provided to those officials.

3.3. Sites other than schools

The superintendent shall designate a responsible individual for each District administrative facility, to be accountable in similar fashion to the principals as outlined in section 3.2 of this policy.

3.4. Employees

3.4.1. In the event of a major disaster situation which requires a County Declaration of Disaster, the superintendent may issue a supplemental disaster declaration. Under the provisions of both the certified and classified agreements, all employees so designated shall be responsible during the declared period to help

provide for the safety and well-being of students until they are accounted for and released from school; employees are similarly accounted for; and key and essential tasks assigned under the District/site plan are accomplished. Employees so designated shall serve in this capacity until released by the superintendent or designee.

- 3.4.2. Employees are strongly encouraged to take all steps necessary to provide for the well-being of their family in advance of any major disaster. This will hopefully moderate fears and concerns sufficient to permit rapid and effective completion of assigned tasks to ensure the well-being of students and staff.

4. DISTRICT ROLE IN DAVIS COUNTY EMERGENCY PREPAREDNESS

The Board further recognizes its unique role in Davis County's Emergency Preparedness and Incident Response Plan. In the event of a major incident, once the safety and accountability of students is accomplished, District efforts and resources will be fully coordinated with and in support of the Davis County emergency efforts.

DEFINITIONS

"Emergency" means a natural or man-made disaster, accident, act of war, or other circumstance which could reasonably endanger the safety of school children or disrupt the operation of the school.

"Emergency Preparedness Plan" means policies and procedures developed to promote the safety and welfare of students, protect district property, prepare and protect students and staff in the event of school violence emergencies and regulate the operation of schools during an emergency occurring within a district or school.

"Emergency Response Plan" means a plan developed by a District or school to prepare and protect students and staff in the event of school violence emergencies.

REFERENCES

[OSHA Regulation 29 CFR 1910.38](#) –Emergency action plans.

[Utah Code Ann. §53G-4-402 \(18\)](#) – Powers and Responsibilities of Local Boards.

[Utah Code Ann. §53G-9-216- Cardiac emergency response plan](#)

[Utah Administrative Rule R277-400](#) – School Facility Emergency and Safety.

[8CA Educators' Agreement](#)

[9CA Classified Employee Agreement](#)

OTHER LINKS

[Emergency Preparedness Home Page](#)

[Safety Drill Schedule](#)

DOCUMENT HISTORY:

Adopted: November 17, 1992

Revised: October 5, 1999 – scaled back to provide general guidance and expectations only.

Revised: September 22, 2010 (by consent) – As part of five-year review, including a reorganization of the Table of Contents (added Risk Management section to TOC), policy was renumbered from 7SS-002 to 3RM-004. Added language on Emergency Response Plan to prevent and combat violence in our schools.

Revised: October 8, 2014 – Non substantive changes made to comply with changes in administrative rule.

Revised: March 8, 2018 – Education code references updated in accordance with 2018 recodification.

Revised: December 3, 2019 - Five-year review. Added language on emergency drills and parent and student reunification plans.

Revised: January 21, 2025- Five-year review. No substantive changes.

Revised August 4, 2026: Revised to comply with SB244 Cardiac Emergency Response Plans in Schools.

Davis School District Policy and Procedures

Subject: 5S-101 School Attendance and Truancy Intervention

Index: Student Services – *Student Conduct and Discipline*

Revised: ~~July 15, 2025~~ August 4, 2026

1. PURPOSE AND PHILOSOPHY

The Board of Education of the Davis School District (Board) promotes and encourages regular and punctual school attendance of all students and is committed to providing an engaging in-class experience to foster student attendance. The ~~Board of Davis School District (District)~~ supports an evidence-based Multi-Tiered System of Supports for prevention and intervention efforts aimed at improving teacher and student engagement, thereby positively impacting ~~supports an evidence-based Multi-Tiered System of Support for prevention and intervention efforts aimed at improving teacher and student engagement, which positively impact~~ student achievement and academic success. Accordingly, the Board expects parents and students to fully comply with the State's compulsory attendance law.

2. SCHOOL ATTENDANCE PRINCIPLES

Frequent absences ~~of students from regular classroom learning experiences disrupt the continuity of the instructional process and may prevent students from reaching~~ from regular classroom learning experiences disrupt the continuity of the instructional process and may prevent students from meeting academic benchmarks. The Board supports the following school attendance principles:

- 2.1. The entire process of education requires regularity of instruction;
- 2.2. The goal of achieving maximum educational benefits requires regular attendance, classroom participation, and study;
- 2.3. It is reasonable to consider a student's class participation ~~in-~~when evaluating student progress;
- 2.4. Regular interaction between students in the classroom and student participation in well-planned instructional activities under the direction of a competent teacher are essential to the learning experience;
- 2.5. The Board recognizes that Utah law requires parents to ensure the attendance of their school-age children in school; and
- 2.6. It is reasonable to expect school administrators to encourage a parent to comply with Utah attendance laws to ensure regular student attendance and punctuality.

~~2.6. —~~

3. SCHOOL ATTENDANCE PROCEDURES

Each school shall establish school-wide attendance procedures for traditional and attendance validated programs, grounded in evidence-based tiered intervention strategies to promote regular attendance, reduce dropout and chronic absenteeism, and ~~help~~ assist parents and students ~~with~~ in fulfilling their responsibility for regular school attendance. Secondary schools shall incorporate attendance procedures as part of the School Level Citizenship Procedures required by 4I-004 *Citizenship Credit*. Attendance Procedures shall include, but are not limited to, the following:

3.1. School Staff Promotion of Good Attendance by:

- 3.1.1. Setting a proper example of promptness and regular attendance;

- 3.1.2. Creating a positive school environment that students ~~want to be a part of,~~ where they ~~students~~ feel a sense of belonging, ~~are~~ valued, supported, and excited to learn;
- 3.1.3. Clearly communicate attendance expectations to both students and parents, emphasizing its connection to academic success and the relationship between good attendance habits and future career goals; and
- 3.1.4. Fostering open communication channels with parents to address and highlight the importance of regular attendance.

3.2. Accounting and Definitions

3.2.1. Teachers shall conduct an attendance check ~~once a minimum of two attendance checks~~ each school day at the elementary level and a minimum of one check each period, each school day at the secondary level.

3.2.2. Students shall be checked in and checked out of school through the school office in accordance with school procedures. Students leaving during the school day must check out through the office with parent permission. Students arriving after the start of the school day must check in through the office.

~~3.2.1.~~ Parents are responsible for notifying the school of a student's absence in accordance with school procedures and for providing current contact and authorization information in the District's Student Information System (SIS).

~~3.2.2.~~ 3.2.3. When marking a student's attendance, the following definitions shall apply:

- [a] **"Absence"** for a student enrolled in an attendance validated program means the failure of a school-age child assigned to a class or class period to attend a class or class period.
- [b] **"Unexcused absence"** means an absence charged to a student when the student was not physically present in the assigned class or class period at any of the times attendance checks were made and the student's absence could not be accounted for by evidence of a valid excuse in accordance with this policy or the school's attendance procedures.
- [c] **"Valid ~~Excused~~ absence"** means a student's absence from school which has been verified by a parent or school administrator and is for a valid reason as defined in Utah Administrative Rule R277-607-2.

~~§53G-6-201(19).~~

- ~~[c] in accordance with school level school level procedures and is for a reason identified by state law or District policy as valid including:~~
 - ~~(i) illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;~~
 - ~~(ii) mental or behavioral health of the school-age child;~~
 - ~~(iii) a scheduled family event if the parent submits a written statement at least one school day before the scheduled absence;~~
 - ~~(iv) medical appointment;~~
 - ~~(v) family emergency;~~
 - ~~death of a family member or close friend;~~
 - ~~(vi) religious observances;~~
 - ~~(vii) preapproved extended absences in compliance with Section 3.4;~~
 - ~~and~~
 - ~~approved school activity.;~~

~~(viii) an absence permitted by a student's individualized education plan; or Section 504 accommodation plan;~~

~~Competition competition in a rodeo sanctioned by an international or non-profit organization;~~

~~(ix) any reason a parent provides to justify a student's absence if the student maintains a cumulative GPA of at least 2.0, including participation in mountain biking, shooting sports, or a Utah State University youth development program, as provided in Utah Code §53G-6-201(13)(a)(vii).~~

[d] A valid ~~Excused~~ absence does not mean a parent acknowledgement of an absence for a reason other than a valid reason. ~~reason described in [c] above.~~

[e] Although an absence may be identified as "excused", the student is responsible ~~to make up course work~~ for making up coursework for the days missed in accordance with the school level procedures.

3.3. Parent Notification

3.3.1. Unexcused Absence. The school shall ~~make reasonable attempts to notify a custodial parent of student absences~~ notify parents within two instructional days whenever a student is absent without a prior valid excuse and shall include the total number of absences for the school year.

3.3.2. Injury or Illness. The school shall notify the custodial parent and, if requested in writing by a non-custodial parent, shall make reasonable efforts to notify the non-custodial parent; of a student who is injured or becomes ill at school during the regular school day if:

- [a] the injury or illness requires treatment at a hospital, doctor's office, or other medical facility not located on the school premises;
- [b] the school has received a current telephone number for the party it is required to notify or make reasonable efforts to notify; and
- [c] the non-custodial parent is not under a court order restricting contact with the student. The custodial parent is responsible for providing the school with a certified copy of any such court order.

3.3.3. Academic Progress. The teacher shall notify a custodial parent, by phone, in person, or in writing (email, letter, midterm report, etc.), when:

- [a] a secondary student is failing, or ~~when excessive absences may impact a student's academic or citizenship grade; receiving a "U" citizenship grade related to attendance issues;~~ or
- [b] an elementary student displays a pattern of excessive absence or tardiness, or when student achievement does not match grade level expectations.

3.4. Preapproval of Extended Absence

3.4.1. ~~If the custodial parent of a student reasonably foresees their student will be absent from school for an extended period of time, the parent shall submit a written request for preapproval of the extended absence to the school's administration.~~ A parent may request pre-approval of an extended student absence when the absence is anticipated in advance. Requests shall be submitted in writing to the school administration.

3.4.2. ~~The school administrator shall review the request, along with the student's current schedule and grades. If the school administrator finds that the proposed extended absence will not adversely impact the student's education, the~~

~~administrator shall approve the extended absences as “excused absences.”~~ A preapproved extended absence, when granted by the school upon a determination that the extended absence will not adversely impact the student’s education, shall be considered a valid excused absence, provided that prior arrangements are made for the student to complete missed coursework, in accordance with school and District requirements.”

- 3.4.3. ~~If the school administrator finds that the extended absences will adversely impact the student’s education, the administrator shall deny the request and inform the parent in writing that such absences will not be deemed “excused” and may be considered to be trancies or violations of compulsory education law.~~ Absences that do not meet the definition of a valid excused absences under this policy shall be addressed in accordance with the District’s student attendance, truancy, and compulsory education policies and procedures.”
- 3.4.4. It must be understood that participation in classes is a vital aspect of learning and assessment of learning. Reduction of class requirements cannot be expected for extended absences, and prolonged absences may result in a lower grade in many classes, as there is no way to duplicate the activities of some classes while the student is absent.

4. **ATTENDANCE SUPPORTS AND INTERVENTIONS CHRONIC ABSENTEEISM AND TRUANCY PREVENTION AND INTERVENTION**

The Davis School District Chronic Absenteeism and Truancy Prevention and Intervention Program has been established ~~to encourage good attendance and identify interventions to address chronic absenteeism, and student truancy through the District Student and Family Resources Department~~ by the Student and Family Resources Department to encourage good attendance and identify interventions to address chronic absenteeism and student truancy.

~~4.1.1. Definitions~~

- 4.1.2. ~~“Intervention” means a series of non-punitive and increasingly frequent and individualized activities that are designed to: 1) create a trusting relationship between teachers, students, and parents; 2) improve attendance; 3) improve academic outcomes; and 4) reduce negative behavior referrals.~~
- 4.1.3. ~~“School day” means the portion of a day that school is in session in which a school-age child is required to be in school for purposes of receiving instruction.~~
- 4.1.4. ~~“Truant” means a condition in which a school-age child, without a valid excuse, is absent for at least half of the school day; or if the school age child is enrolled in a learner verified program, as that term is defined by the state board, the relevant amount of time under the District’s policy regarding the District’s continuing enrollment measure as it relates to truancy. A school-age child may not be considered truant more than one time during one school day.~~

~~4.2.4.1. Tier 1 Schoolwide~~ Prevention and Strategies

- 4.1.1. Schools are encouraged to use evidence-based interventions within a Multi-Tiered System of Supports (MTSS) framework. ~~This approach promotes positive reinforcement strategies to encourage regular attendance for all students and provides targeted interventions for students at risk of becoming chronically absent.~~ Strategies may include positive reinforcement, recognition of improved attendance, and collaborative goal-setting with students.
- 4.1.2. Schools shall:
- [a] maintain accurate and timely attendance records in the District’s student information system;

- [b] conduct monthly reviews of student attendance data to identify students at risk of chronic absenteeism; and
- ~~[a]~~[c] implement tiered supports and interventions, consistent with District attendance and intervention frameworks, for students with attendance concerns.

4.3.4.2. Tier 2 Targeted Attendance Supports and Interventions

The school shall make and document efforts to ~~resolve~~ address a student's absenteeism ~~and shall include, as reasonably feasible~~ through collaborative interventions designed to identify attendance barriers and support improved attendance. Interventions may include:

- ~~4.3.1.4.2.1.~~ counseling of the student by school authorities using positive behavioral interventions and supports;
- ~~4.3.2.4.2.2.~~ identifying barriers to regular school attendance and achievement;
- ~~4.3.3.4.2.3.~~ providing academic support;
- ~~4.3.4.4.2.4.~~ ~~teaching executive function skills, including planning, goal setting, understanding and following multi-step directions; and self-regulation;~~
- ~~4.3.5.4.2.4.~~ making any necessary adjustments to the curriculum and schedule to meet the special needs of the student, as determined by the Local Case Management Team (LCMT);
- ~~4.3.6.4.2.5.~~ considering alternatives proposed by a parent;
- ~~4.3.7.4.2.6.~~ incorporating attendance in the school-age child's course score or grade ~~in an individualized plan the child's parent and teacher develop~~ as described in Utah Code Ann. §53G-6-213.
- ~~4.3.8.4.2.7.~~ ~~monitoring school attendance of the student;~~
- ~~4.3.9.4.2.7.~~ ~~voluntary~~ voluntary participation in truancy mediation, if available;
- ~~4.3.10.4.2.8.~~ home visits, as determined by the LCMT;
- ~~4.3.11.4.2.9.~~ providing a student's parent, upon request, with a list of resources available to assist the parent in resolving the student's attendance problems;
- 4.2.10. enlisting the assistance of community intervention education classes as appropriate.

4.3. Tier 3 Intensive Individualized Interventions

For students with significant or persistent attendance concerns, schools may implement intensive individualized interventions, which may include:

- 4.3.1. teaching executive function skills, including planning, goal setting, understanding and following multi-step directions, and self-regulation;
- ~~4.3.12.4.3.2.~~ academic support through small groups or individualized tutoring;
- ~~4.3.13.4.3.3.~~ submitting a chronic ~~attendance-absenteeism~~ referral to the District Student and Family Resources Department, along with documentation of the school's efforts to resolve a student's chronic absenteeism;
- ~~4.3.14.4.3.4.~~ issuing a Truancy Citation to a student who is in grade 7 or above, unless the school-age child is less than 12 years old;
- ~~4.3.15.4.3.5.~~ issuing a Notice of Truancy to a student who is in grade 7 or above, unless the school-age child is less than 12 years old;
- ~~4.3.16.4.3.6.~~ issuing a Notice of Compulsory Education Violation to the parent of a student who is in grade 1 through 6.

4.4. Truancy Citations and Notice of Truancy

~~Earnest and persistent efforts to resolve student attendance problems may include the issuance of a Truancy Citation and/or Notice of Truancy, as follows:~~ Schools may issue

Truancy Citations and Notice of Truancy in accordance with this policy as part of truancy intervention and enforcement processes.

4.4.1. **Truancy Citations.** A school administrator or a designee of a school administrator may issue a Truancy Citation to a school-age child who is in grade 7 or above, unless the school-age child is less than 12 years old and is truant. A copy of the Truancy Citation shall be personally delivered or mailed by regular mail to the parent of the school-age child.

~~4.4.1.~~ 4.4.2. **Notice of Truancy.** A school administrator or a designee of a school administrator may issue a Notice of Truancy to a school-age child who is in grade 7 or above, (unless the school-age child is less than 12 years of age) and has been truant at least five (5) times during the current school year. The Notice of Truancy shall:

- [a] identify the classes and/or dates for which the student has been considered truant;
- [b] direct the student and parent to meet with school authorities to discuss the student's trancies; and inform the student and parent that Utah State Law requires their cooperation in securing regular attendance of the school-age child.

~~4.4.2. **Truancy Citations.** A school administrator or a designee of a school administrator may issue a Truancy Citation to a school-age child who is in grade 7 or above, unless the school-age child is less than 12 years old and is truant. A copy of the Truancy Citation shall be personally delivered or mailed by regular mail to the parent of the school-age child.~~

4.4.3. Copies of truancy citations and notices shall be retained in the student's permanent record.

4.4.4. If a student enters or leaves the District, truancy citations and notices issued may follow the student at the discretion of the receiving district.

4.4.5. The parent shall have the right to appeal a truancy citation or notice of truancy in writing to the building level administrator within ten (10) days of being issued.

4.4.6. If a student receives a truancy citation, a school administrator may impose various disciplinary actions. These may include, but are not limited to, an administrative "U", make-up classes, or a truancy citation fee as outlined in the schedule below.

4.4.7. **Truancy Citation Fee Schedule**

Level	Citation	Maximum Fee Permitted
1	First	\$0 (warning)
2	Second	\$10.00
3	Third	\$15.00
4	Fourth	\$20.00
5	Fifth or more	\$25.00 each

4.5. **Compulsory Education Violation**

A school administrator or a designee of a school administrator acting as a school resource officer, may only issue a Notice of Compulsory Education Violation to the parent of a school-age child in grades 1 through 6 if the school-age child is truant at least five (5) times during the school year.

4.5.1. The Notice of Compulsory Education Violation shall:

- [a] direct the parent to meet with school authorities to discuss the student's attendance problems, and cooperate with the school in securing regular attendance by the student;
- [b] designate the school authority with whom the parent is required to meet;
- [c] state that it is a class B misdemeanor for the parent to intentionally or without good cause fail to meet with the school authority or fail to prevent the student from being truant five (5) or more times during the remainder of the school year.

4.5.2. The Notice of Compulsory Education Violation must be served on the school-aged child's parent by personal service or certified mail.

4.5.3. If a parent or legal guardian intentionally or without cause fails to meet with the school authority or the school-age child is absent without a valid excuse an additional five (5) or more times during the remainder of the school year, the school administrator shall forward a copy of the documented efforts which have been made by the school to address the school-age child's attendance issues along with a copy of the Notice of Compulsory Education Violation to the Student and Family Resources Department (Department).

4.5.4. If school personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent has failed to make a good faith effort to ensure that the student receives an appropriate education, the issuer of the compulsory education violation shall report the following to the Division of Child and Family Services:

- [a] identifying information of the school-age child and the school-age child's parent who received the Notice of Compulsory Education Violation;
- [b] information regarding the longest number of consecutive ~~school~~ instructional days the school-age child has been absent or truant from school and the percentage of ~~school~~ instructional days the school-age child has been absent or truant during each relevant school term;
- [c] whether the school-age child has made adequate educational progress;
- [d] whether the school-age child is two or more years behind the District's school's age group expectations in one or more basic skills;
- [e] whether the school-age child is receiving special education services or systematic remediation efforts; and
- [f] efforts made by the school to resolve the school-age child attendance problems.

4.5.5. If the LCMT's efforts are not successful, the Department shall review the school's interventions and documentation. -The Department will continue to work with the parent(s) and school-age child to resolve attendance issues. -The Department shall report violations to the appropriate county or district attorney.

4.5.6. The District shall maintain records of each notice of compulsory education violation issued and any resulting referrals and general outcomes.

4.6. **Consecutive Unexcused Absences and Re-engagement**

4.6.1. When a student has ten consecutive unexcused absences, the school shall notify the parent that the student will be withdrawn if absences continue. Prior to

withdrawing a student with an IEP, the school shall consult with appropriate special education personnel and ensure compliance with applicable state and federal special education requirements.

- 4.6.2. If a student's full class schedule consists of learner-validated programs, and the student does not login to the learning management system for ten (10) consecutive school days in all enrolled classes, the school shall notify the parent that the student may be withdrawn. The school administrator will consult with the student's parent and the District's Student and Family Resources Department to determine whether continued enrollment in the learner-validated programs is appropriate for the student. The consultation may result in continued enrollment in the learner-validated programs, enrollment at the student's boundary school, or withdrawal.

- ~~4.5.5.~~ 4.6.3. Withdrawal from enrollment does not relieve the District of its obligation to comply with compulsory education requirements or to continue reasonable efforts to re-engage the student and family, as appropriate.

5. School-aged Child Exempt from School Attendance

The District may not issue a citation for truancy or ~~compulsory education violation if a school-age child is properly exempt from school attendance, or a school-age child~~ a compulsory education violation if a school-age child is properly exempt from school attendance or is enrolled in a regularly established private school.

- 5.1. The Board shall excuse a school-age student from attendance if the school-age child's parent submits a ~~signed affidavit~~ notification to the District stating the school-age child will attend a home school, a home-based microschool, or a micro-education entity as provided in District policy [5S-003 Compulsory Education Attendance Exemption for Home Instruction](#).
- 5.2. The Board may excuse a school-age child from attendance if it has received sufficient evidence to support a finding by the Superintendent that the school-age child is over the age of sixteen (16) and is unable to profit from attendance at school because of inability or a continuing negative attitude toward school regulations and discipline, or as otherwise provided in [Utah Code Ann. §53G-6-204](#). When a school-aged child is excused from attendance by the Board, a ~~certificate~~ letter of intent shall be issued by the District Director of Student and Family Resources Department stating that the school-aged child is excused from school attendance for the period specified on the certificate.

6. ~~POLICY DISSEMINATION AND REVIEW~~ PARENT NOTIFICATION

Schools shall provide annual notification of the District's and school's attendance and discipline policies to the parents of all students at the time of registration and shall provide clear communication to parents and students regarding attendance expectations and consequences throughout the school year.

7. MONITORING REQUIREMENTS AND ACCOUNTABILITY MEASURES

- 7.1. The District shall:
 - 7.1.1. provide annual training to relevant staff;
 - 7.1.2. ensure its student information system accurately captures and reports student enrollment, attendance, and membership data; and
 - 7.1.3. conduct an annual internal review of the accuracy of attendance data.
- 7.2. The Board shall:

- 7.2.1. review relevant attendance data;
- 7.2.2. annually evaluate the effectiveness of attendance interventions;
- 7.2.3. ensure adequate resources are allocated for attendance monitoring and intervention programs; and
- ~~5.2.1.7.2.4.~~ 7.2.4. approve changes to attendance policies in a public meeting.

DEFINITIONS

“Attendance validated program” means an educational program where: a) student participation is measured by physical or virtual attendance at scheduled instructional periods; and b) a student receives direct teacher interaction and instruction for the course or program the student is enrolled in.

“Behavioral health” means the impact a student’s actions can have on a student’s physical or mental health and includes conditions in which services provided by social workers, counselors, psychiatrists, ~~neurologist, behavior analyst~~ neurologists, behavior analysts, psychologists, and physicians would be appropriate.

“Certified mail” means notification sent through the U.S. Post Office, that requires a signature of acceptance for the letter. A signed receipt notifies the sender that the letter was accepted.

“Chronic absenteeism” means- a student ~~who was enrolled in an LEA for at least 60 calendar days and misses 10% or more of days enrolled, for any reason, and makes a school aware that a beginning of tiered supports may be needed~~ has been absent for at least 10% of days of instruction, whether the absence was excused or not excused.

“Intervention” means a series of non-punitive and increasingly frequent and individualized activities that are designed to: 1) create a trusting relationship between teachers, students, and parents; 2) improve attendance; 3) improve academic outcomes; and 4) reduce negative behavior referrals.

“Mental health” means a person’s emotional, psychological, and social well-being, which can affect how a person thinks, feels, and acts, including how a person handles stress, relates to others, and makes healthy choices.

“Parent” means a biological or adoptive parent or legal guardian, custodial parent of a minor, or legally appointed guardian of a minor.

“School-day” means the portion of a day that school is in session in which a school-age child is required to be in school for purposes of receiving instruction

“School-age child” means a minor who is at least six years old, but younger than 18 years old; and is not emancipated.

“Truant” means a condition in which a school-age child, without a valid excuse, is absent for at least: a) half of the ~~school~~ instructional day for a student enrolled in an attendance validated program; or b) if the school-age child is enrolled in a learner ~~verified~~ validated program, as that term is defined by the state board, the relevant amount of time under the District’s policy regarding the District’s continuing enrollment measure as it relates to truancy. A school-age child may not be considered truant more than one time during one school day. See additional definitions in sections 3.2.2 ~~and 4.1.~~

REFERENCES

[Utah Code Ann. §53F-2-102 – State Funding – Minimum School Program – Definitions.](#)

[Utah Code Ann. Title 53G, Chapter 6, Part 2 – Compulsory Education.](#)

[Utah Code Ann. §53G-9-202 – Notification to the parent of an injured or sick child.](#)

[Utah Administrative Code R277-607 – Absenteeism and Truancy Prevention.](#)

RELATED POLICIES AND OTHER DOCUMENTS

[5S-003 Compulsory Education Attendance Exemption for Home Instruction](#)

[Student and Family Resources Attendance and Truancy Documents and Forms](#)

DOCUMENT HISTORY:

Adopted December 5, 1995 – Adoption of this policy repeals Attendance and Discipline sections of policy 5S-401 Safe Schools Policy.

Revised: February 17, 1998 - Section 10 repealed and replaced with policy 11IR-108 Student Dress and Grooming Expectations/School Uniform Rules.

Revised: May 2, 2000 - Truancy Intervention section updated to reflect changes in the law.

Revised: October 16, 2001 - Notification of noncustodial parent of illness or injury in section 4.2.2 and 5.2.3.

Revised: August 15, 2006 - To comply with state administrative rule language was added regarding bullying prevention.

Revised: September 4, 2007 - Modified section 8 Truancy Prevention and added section 4.3 Preapproval of Extended Absence to comply with changes in state law and administrative rule.

Revised: September 1, 2009 - Removed all language on student discipline and put into the new revised, renumbered, renamed policy 5S-100 Student Conduct and Discipline (formerly 5S-401 Safe and Orderly Schools). Renumbered and renamed current policy 5S-400 Attendance and Discipline to 5S-101 Attendance and Truancy Intervention. Moved language on meeting with students outside normal school day to policy 2HR-119 Ethical Conduct of District Employees.

Revised: May 7, 2013 – Technical changes made due to updates made in State law and Administrative Rules.

Revised: June 18, 2014 – Updates made due to changes made in State law. School districts may not issue a habitual truant citation if the school-age minor has at least a 3.5 cumulative grade point average and is at least 15 years old. Eliminates instructional requirements for a school-age minor who attends a home school.

Revised: August 2, 2016 – Added reference to the Citizenship Policy and more clearly defining unexcused absence” and “excused absence.”

Revised: August 1, 2017 - Updated to comply with change in State law. HB239 eliminates habitual truant citation.

Revised: September 4, 2018 - Updated to comply with changes in State law. HB234 Compulsory Education amends definition to specify that valid excuses means an illness, which may be either physical or mental. SB125 adds a referral to the Division of Child and Family Services for a compulsory education violation for a student under the age of 14.

Revised: August 4, 2020 - Updated to comply with changes in State law. HB 14 School Absenteeism and Truancy Amendments in the 2020 Legislative Session

Revised: June 3, 2021 - Updated to comply with changes in State law. HB81 Mental Health Days for Student. HB116 prohibits requiring documentation from a medical professional for an absence due to mental or physical illness. SB219 Truancy enforcement moratorium until June 2022

Revised: October 1, 2024- Updated to comply with changes in State Law HB400 (2023) and administrative code R277-607 relating to student absenteeism. SB177 allows a school-age child's grade to include attendance with written parental consent.

Revised: July 15, 2025: Revised to add High School rodeo as an approved absence based on SB279.

Revised August 4, 2026- Updated to comply with changes in State Law HB502, which authorizes attendance-based grading; and SB 58, which establishes comprehensive student attendance monitoring, chronic absenteeism support, and accountability measures. Also made modifications to align with the current practice.

Davis School District Policy and Procedures

Subject: 11IR-110 Student Data and Family Privacy Protection (formerly Family Educational Rights and Privacy Act (FERPA))

Index: Individual Rights and Responsibilities

Revised DRAFT: July 16, 2024 August 4, 2026

1. PURPOSE AND PHILOSOPHY

The collection and analysis of student data is essential to the teaching and learning process. The Board of Education of Davis School District (Board) establishes this policy to provide standards and procedures that protect the privacy of students and ensure that their data is used only for legitimate education purposes, and in compliance with state Student Privacy and Data Protection statutes and the federal Family and Educational Privacy Act (FERPA).

2. PROTECTION OF FAMILY AND STUDENT PRIVACY

2.1. Activities Prohibited without Prior Written Consent

- 2.1.1. Prior written consent of a student's parent is required if any Davis School District (District) employee or agent plans to administer to a student any psychological or psychiatric examination, test, or treatment, and any survey, analysis, or evaluation in which the purpose or 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:
 - [a] political affiliations or, except as provided under Utah Code Ann §53G-10-202 or rules of the Utah State Board of Education, political philosophies;
 - [b] mental or psychological problems;
 - [c] sexual behavior, orientation, gender identity, or attitudes;
 - [d] illegal, anti-social, self-incriminating, or demeaning behavior;
 - [e] critical appraisals of individuals with whom the student or family member has close family relationships;
 - [f] religious affiliations or beliefs;
 - [g] legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; and
 - [h] income, except as required by law.
- 2.1.2. The District shall annually obtain prior written consent for the following at the time a student registers with the District:
 - [a] surveys related to an early warning system described in UCA §53F-4-207;
 - [b] surveys that include social emotional learning questions; and
 - [c] the school climate survey described in UCA §53G-8-802.
- 2.1.3. Prior written consent is required in all grades, Kindergarten through grade 12.
- 2.1.4. These requirements shall also apply within the curriculum and other school activities unless prior written consent of the student's parent has been obtained.
- 2.1.5. The District and its employees may not provide a reward to a student for participating in any psychological or psychiatric examination, test, treatment, survey, analysis, or evaluation. Likewise, they may not impose consequences on a student for choosing not to participate in these activities.

2.2. Parental Notice and Consent

- 2.2.1. Written parental consent is valid only if a parent has been first given written notice, including notice that a copy of the educational or student survey questions to be asked of the student in obtaining the desired information is made available at the school, and a reasonable opportunity to obtain written information

concerning:

- [a] records or information, including information about relationships, that may be examined or requested;
- [b] the means by which the records or information shall be examined or reviewed;
- [c] the means by which the information is to be obtained;
- [d] the purposes for which the records or information are needed;
- [e] the entities or persons, regardless of affiliation, who will have access to the personally identifiable information; and
- [f] a method by which a parent of a student can grant permission to access or examine the personally identifiable information.

2.2.2. For a survey described in 2.1.1, written notice shall include:

- [a] the actual questions that will be on the survey;
- [b] a description of how the survey data will be used; and
- [c] a description of the groups the data is going to be shared with.

2.2.3. Except in response to a situation which a school employee reasonably believes to be an emergency, as authorized under Utah Code Title 80, Chapter 2, Part 6, Child Abuse or Neglect Reporting Requirements, or by order of a court, or as described in 2.1.2, disclosure to a parent must be given **at least two weeks** before information protected under this policy is sought. Following disclosure, a parent may waive the two-week minimum notification period.

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

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

2.3. Duration of Parental Authorization

Unless otherwise agreed to by a student's parent and the person requesting written consent, the authorization is valid only for the activity for which it was granted; or until the parent withdraws consent during the course of the activity, by submitting a written withdrawal of authorization to the school.

2.4. Well-being of a Student

2.4.1. If a school employee or agent believes that a situation exists that presents a serious threat to the well-being of a student, that employee or agent shall notify the student's parent without delay. If, however, the matter has been reported to the Division of Child and Family Services (DCFS), it is the responsibility of DCFS to notify the student's parent.

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

- [a] referring the student to appropriate prevention services; and
- [b] informing the student's parent.

2.5. Review of District-wide Test/Treatment/Survey/Evaluation

2.5.1. Any psychological or psychiatric examination, test, treatment, or any survey, analysis, or evaluation to be administered District-wide to students shall be submitted annually to the Assessment Department for review if:

- [a] it is likely to result in disclosure of personal information in the areas listed in 2.1.1 of this policy;

- [b] it is to be administered to entire student body; or
 - [c] it is at the request of or to be administered by outside individuals.
- 2.5.2. Prior to allowing the test's administration, it shall be determined whether the psychological or psychiatric examination, test, treatment, or any survey, analysis or evaluation requires prior parental consent.

3. FAMILY EDUCATIONAL RIGHTS AND PRIVACY

Access to Education Records

- 3.1. Parents have the right to inspect and review all of their student's education records maintained by the District or school.
 - 3.1.1. If the education records of a student contain information on more than one student, the parent may inspect and review or be informed of only the specific information about their student.
 - 3.1.2. The District or school shall give full rights to student education records to either parent, unless the District or school has been provided with evidence that there is a court order or legally binding instrument relating to such matters as divorce, separation, or custody that specifically revokes these rights.
 - 3.1.3. Each school shall establish appropriate procedures for the granting of a request by a parent for access to the education records of their child within a reasonable period of time, but in no case more than forty-five (45) days after the request has been made.

Amendment of Education Records

- 3.2. Parents may challenge and request the District or school to amend any portion of their student's education record that is inaccurate, misleading or in violation of the privacy rights of the student.
 - 3.2.1. The District or school shall consider the request and decide whether to amend the records within a reasonable amount of time. If the District or school decides not to amend the record as requested, it shall inform the parent of its decision and of their right to a hearing.
 - 3.2.2. Upon request of a parent, the District shall provide an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.
 - 3.2.3. Such hearing shall be informal and shall be conducted by an employee of the District who does not have a direct interest in the outcome of the hearing. (See 34 CFR 99.22)
 - 3.2.4. If, as a result of the hearing, the District decides that the challenged information is inaccurate or misleading, the record should be amended accordingly, and the parent informed in writing.
 - 3.2.5. If, as a result of the hearing, the District decides that the challenged information is not inaccurate or misleading, the District shall inform the parent of their right to place a statement in the record, commenting on the challenged information in the record, or stating why they disagree with the decision. Any such document must remain with the contested part of the record for as long as the record is maintained and shall be disclosed whenever the portion of the record to which the statement relates is disclosed.

Disclosure of Education Records

- 3.3. The District or school may not disclose information from education records without prior

parental consent, except as provided by law. Such exceptions include, but are not limited to:

- 3.3.1. school officials who have a legitimate educational interest;
- 3.3.2. other schools that have requested the records and in which the student seeks or intends to enroll, or where the student is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer;
- 3.3.3. individuals who have obtained court orders or subpoenas;
- 3.3.4. individuals who need to know in cases of health and safety emergencies;
- 3.3.5. officials in the juvenile justice system to improve educational outcomes;
- 3.3.6. a State agency or organization that is legally responsible for the care and protection of the student, including the responsibility to investigate a report of educational neglect;
- 3.3.7. the Immigration and Naturalization Service (INS) for foreign students attending school under a visa; or
- 3.3.8. the Attorney General of the United States in response to an *ex parte* order in connection with the investigation or prosecution of terrorism crimes;
- 3.3.9. organizations conducting studies for, or on behalf of the District, or postsecondary institutions for the purpose of developing, validating, or administering predictive tests; administering student aid programs; or improving instruction if done under the terms of a written agreement meeting the conditions of [34 CFR 99.35](#) and approved by the Director of Assessment and the Student Data Manager;
- 3.3.10. authorized representatives of the Secretary of Education or State or local education authorities to conduct an audit evaluation, or enforcement or compliance activity of Federal- or State-supported education programs if done under the terms of a written agreement meeting the conditions of [34 CFR 99.35](#) and approved by the Director of Assessment and the Student Data Manager; or
- 3.3.11. authorized representatives of the Comptroller General of the U.S. or the Attorney General of the U.S. to conduct an audit evaluation, or enforcement or compliance activity of Federal- or State-supported education programs if done under the terms of a written agreement meeting the conditions of [34 CFR 99.35](#) and approved by the Board of Education.

Directory Information

- 3.4. The District or school may disclose certain directory information for appropriate reasons if it has given parents annual notice of their right to request that their student's directory information not be released by the District or school. The actual means of notification, such as a special letter, inclusion in a bulletin or newspaper article, or a student handbook, is left to the discretion of each school.

- 3.4.1. The following information relating to students has been declared directory information:

- [a] name, address, and telephone number;
- [b] date and place of birth;
- [c] grade level and enrollment status;
- [d] student's District email address;
- [e] student's ID number that is displayed on a student ID badge;
- [f] parent's email address;
- [g] participation in officially recognized activities and sports;
- [h] weight and height of members of athletic teams;
- [i] dates of attendance;
- [j] degrees, honors, and awards received;
- [k] most recent previous education agency or institution attended; and

- [l] student's digital image.
- 3.4.2. Appropriate reasons for disclosure of directory information would include, but is not limited to; newspapers for awards, posting in District or schools of awards, student directories, honor roll lists, graduation lists, other school purposes, military recruiters, higher education institutions, etc. approved by the Board of Education.
- 3.4.3. The following shall be considered limited use directory information that may be disclosed only to other students enrolled in the same course (regardless of whether such students are enrolled in the same class section) that has been audio or video recorded by the District, for instructional and educational purposes only:
 - [a] Name, to the extent it is referenced or captured during the audio or video recording;
 - [b] any photograph or image of the student captured during the audio or video recording;
 - [c] any audio or video recording of the student participating in the course; and
 - [d] any online chats or other recorded communications among participants in the course captured during the audio or video recording.
- 3.4.4. To protect the privacy of other students, parents/students are not permitted to make their own recordings of class sessions or to share or distribute District recordings of class sessions.

Complaint Procedure

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

Student Privacy Policy Office (SPPO)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Informal inquiries may be sent to SPPO via the following email addresses: FERPA.Complaints@ed.gov and PPRA.Complaints@ed.gov. For additional information please visit the SPPO website at the following address: <https://studentprivacy.ed.gov/>

- 3.6. Complaints should be reported as soon as possible, but not later than 180 days from the date the parent has learned of the circumstances of the alleged violation.

4. STUDENT PRIVACY AND DATA PROTECTION

- 4.1. In compliance with Utah Code Title 53E, Chapter 9 Student Privacy and Data Protection, the District shall:
 - 4.1.1. maintain a Data Governance Plan structured to encourage the effective and appropriate use of educational data in conjunction with District policies and procedures;
 - 4.1.2. prepare and distribute to parents a Student Data Collection Notice to inform parents and students about the student data the District collects and how that information will be used, shared, and protected;
 - 4.1.3. maintain a metadata dictionary outlining student data collected and how it is used; ~~and~~

~~4.1.3.~~ 4.1.4. ensure that any contract with a third-party contractor that receives or processes student data complies with all requirements of Utah Code §53E-9-309; and-

~~4.1.4.~~ 4.1.5. designate an individual to act as a student data manager to fulfill responsibilities as described in Utah Code Ann. §53E-9-308.

Student Data Manager
Jon Hyatt
130 North Main, Farmington
(801) 402-5360
jhyatt@dsdmail.net

4.2. **Responsibilities of Education Employees and Volunteers** ~~Responsibilities~~

4.2.1. All education employees and volunteers shall maintain appropriate confidentiality pursuant to federal and state law, and District policies with regard to student performance data and personally identifiable student information.

4.2.2. All education employees, and volunteers have a responsibility to protect confidential student information and access records only as necessary for their assignment(s), and

[a] shall maintain student records in a secure and appropriate place;
[b] shall follow procedures for maintaining confidentiality of electronic records; and

[c] shall not share, disclose, or disseminate passwords for electronic maintenance of student records.

4.2.3. Violations of this policy may result in disciplinary action.

4.3. **School Employee Access to Education Records**

4.3.1. In accordance with state student privacy laws, each school shall create and maintain a list that includes the name and position of each school employee who the public school authorizes to have access to student education records.

4.3.2. The District shall annually provide a training regarding the confidentiality of student data to any employee with access to education records.

4.3.3. A school employee shall annually submit a statement which certifies that the school employee completed the required student privacy training and understands his/her legal and ethical obligation to protect confidential student information.

4.4. **Prohibition of Education Records for Marketing**

Student records maintained by the District or school, may not be sold, or used for marketing purposes or targeted advertising as defined in Utah Code Ann. § 53E-9-301(21) except with regard to authorized uses of directory information.

4.5. **Student Records Retention and Disposal**

4.5.1. The District and its schools shall retain and dispose of student records in compliance with the District's active retention schedule for student records.

[a] Student records not on the District's active retention schedule for student records shall be retained and disposed of in compliance with the Utah

11IR-110 Student Data and Family Privacy Protection

Division of Archives and Records Services active retention schedule for student records.

- [b] Student special education records shall be disposed of in accordance with provisions of Utah State Board of Education Special Education Rules §300.610.

4.5.2. A parent or adult student may request, using the process outlined in section 3.4 of this policy, that the District amend, expunge, or destroy, any record not subject to a retention schedule and believed to be:

- [a] inaccurate;
- [b] misleading; or
- [c] in violation of the privacy rights of the student.

DEFINITIONS

“Destroy” means to remove data or a record: (a) in accordance with current industry best practices; and (b) rendering the data or record irretrievable in the normal course of business of an LEA or a third-party contractor.

“Directory information” means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy.

“Disclosure” means to permit access to, or the release, transfer, or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means.

“Education program” means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

“Education records” means those records, files, documents, and other materials which contain personally identifiable information directly related to a student; and are maintained by an educational agency or by a person acting for such agency.

“Educational neglect” means that, after receiving a notice of compulsory education violation under section 53G-6-202, the parent or guardians fails to make a good faith effort to ensure that the child receives an appropriate education.

“Ex parte order” means an order made by the court upon the application of one party to an action without notice to the other.

“Expunged” means to seal or permanently delete data.

“Legitimate educational interest” is when a school official needs to review an education record in order to fulfill his or her professional responsibility.

“Metadata dictionary” means a record that (a) defines and discloses all personally identifiable student data collected and shared by the education entity; (b) comprehensively lists all recipients with whom the education entity has shared personally identifiable student data, including: (i) the purpose for sharing the data with the recipient; (ii) the justification for sharing the data, including whether sharing the data was required by federal law, state law, or a local directive; and (iii) how sharing the data is permitted under federal or state law; and (c) without disclosing personally identifiable student data, is displayed on the education entity’s website.

“School official” means a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff, school resource officer and law enforcement unit personnel); a person serving as a volunteer; a person serving on the District School Board; a person or company with whom the District or school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or to whom the District has outsourced institutional services or functions.

REFERENCES

20 U.S.C. § 1232g - Family Educational Rights and Privacy Act (FERPA).

20 U.S. C. § 1232h - Protection of Pupil Rights Act

20 U.S.C. § 7908 - Armed Forces recruiter access to students Recruiting Information.

20 U.S.C. §7917 – Transfer of School Disciplinary Records.

34 CFR Part 99 - Family Educational Rights and Privacy Act.

[Utah Code Ann. §53G-10-203](#) – Expressions of belief – Discretionary time.

[Utah Code Ann. Title 53E, Chapter 9, Part 2](#) – Student Privacy.

[Utah Code Ann. Title 53E, Chapter 9, Part 3](#) – Student Data Protection.

[Utah Code Ann. §53G-8-802](#) – State Safety and Support Program.

[Utah Administrative Code R277-487](#) - Public School Data Confidentiality and Disclosure.

FORMS AND OTHER LINKS

[Model Letter of Permission \[Classroom Instruction\]](#)

[Model Letter of Permission \[Specific to Sex Education\]](#)

[Model Letter of Permission \[Counseling Session\]](#)

[Directory Information Notice \[Elementary\]](#)

[Directory Information Notice \[Secondary\]](#)

[Student Data Collection Notice](#)
[Metadata Dictionary](#)

DOCUMENT HISTORY:

Adopted: August 1, 1995

Revised: October 20, 1998

Revised: February 11, 2004 – Added Student Education Records Management and made other technical changes.

Revised: April 6, 2006 – Technical changes. Added definitions for “legitimate educational interest” and “school Official.”

Revised: July 15, 2008 – Technical changes.

Revised: March 17, 2010 – Added parent’s email address as directory information.

Revised: February 21, 2012 (by consent) – No substantive changes. Changes made to comply with federal and state rule.

Director of Assessment, Research, and Evaluation will be responsible to manage process of release of PPI for research, audit and evaluation. Outlines responsibility of employee to protect confidential student information. Added complaint procedure for parents who believe their rights have been violated under FERPA.

Revised: May 1, 2012 – Modifies language on sharing PPI with US Comptroller and US Attorney General to conduct audit evaluation or enforcement or compliance activity of Federal- or State-supported education programs. Requires such request to be approved by the Board of Education.

Revised: July 8, 2014 – Minor revisions consistent with changes in federal law and state rule.

Revised: September 5, 2017 – Updated to comply with SB102, which requires public schools to make a list of individuals who are authorized to access education records and to verify they have received training. Reorganized student education records management section.

Revised: March 8, 2018 – Education code references updated in accordance with 2018 recodification.

Revised: September 4, 2017 – Updated to comply with state law (2018 SB125). Allows release of student information, without consent, to a state agency investigating a report of educational neglect.

Revised: September 3, 2019 - Renamed policy from Family Educational Privacy Rights (FERPA) to Student Data and Family Privacy Protection. Added student’s District email to directory information. Added language from Utah Student Privacy and Data Protection statute, including naming student data manager and record retention language.

Revised: January 4, 2021 – Added a directory information notification to identify audio or video recorded by the District, for instructional and educational purposes, as limited directory information. Updated other directory information including adding student ID number displayed on a student ID badge.

Revised: July 16, 2024 Updated to comply with HB182 requiring parental consent for surveys in addition to those already required by law.

Revised: August 4, 2026: Updated to comply with HB55 regarding third-party contractor information. ;

PUBLIC NOTICE

NOTICE IS HEREBY GIVEN that the Annual Meeting Schedule of the Board of Education of Davis School District for the 2027 calendar year is as follows:

DATES

January 5
January 19
February 2
February 16
March 2 (Caucus 3/16?)
March 16
April 6
April 20
May 4
May 18
June 1
June 15
June 15
June 15
July 20
August 3
August 17
September 7
September 21
September 24
October 5
October 19
November 16
December 7

MEETING TYPE

Board Meeting
Board Workshop
Board Meeting
Board Workshop
Board Workshop & Board Meeting
Board Study Session
Board Meeting
Board Workshop
Board Meeting
Board Workshop
Board Meeting
Board Workshop
Public Hearing (Budget)
Board Meeting
Board Workshop & Board Meeting
Board Meeting
Board Workshop
Board Meeting
Board Workshop
Board Study Session
Board Meeting
Board Workshop
Board Workshop & Board Meeting
Board Workshop & Board Meeting

The said meetings of the Board of Education of Davis School District are held on the above listed dates, commencing at **6:00 p.m.**, (unless otherwise noted) and continuing as long thereafter as business requires. Workshops will begin at **4:00 p.m.**, (unless otherwise noted). If any meeting falls on a legal holiday, the meeting will be canceled or rescheduled by the Board of Education and public notice will be given of such new meeting date.

Study session times and locations will vary depending on board needs and will be noticed as open meetings.

All meetings will be held in the Auditorium at 45 E State Street, Farmington, Utah.

BOARD OF EDUCATION
DAVIS SCHOOL DISTRICT
By: Tim Leffel
Business Administrator

Davis School District Policy and Procedures

Subject: 5S-100 Student Conduct and Discipline

Index: Student Services – *Student Conduct and Discipline*

Revised/Draft: August 4, 2026 ~~August 5, 2025~~

1. PURPOSE AND PHILOSOPHY

Davis School District (District) is dedicated to promoting a safe, supportive, and orderly school environment for all students and employees. An essential part of this work is maintaining and supporting the dignity of all students in the educational environments we provide. Policies 5S-100 and 11IR-100 guide District employees on student conduct and discipline as well as nondiscrimination, harassment and complaint procedures. The District holds all students, employees, and other adults to the highest standards of behavior on school grounds and during school-sponsored activities. It is the District's intent to implement standardized responses to common behaviors, emphasizing positive behavior supports, inspired by the supportive nature of our philosophy. Disruptive behavior will be investigated and individuals who engage in such activity may participate in supportive measures and/or school disciplinary action. Our commitment includes ensuring clear definitions for prohibited conduct, consistency in expectations, and a Multi-Tiered System of Support (MTSS) that includes both supportive and disciplinary measures. The District recognizes that tiered responses, coupled with discretion based on situational factors, is the best practice to address the complexity and uniqueness of each interaction.

The District will not discriminate when enforcing these policies or the Student Code of Conduct, including law enforcement referrals. Students who believe they have been discriminated against in the application of this policy on the basis of race, color, national origin, sex (including gender identity and sexual orientation), religion or disability may file a complaint with the Office of Equal Opportunity.

PROHIBITED CONDUCT AND RESPONSE TO PROHIBITED CONDUCT

2. PROHIBITED CONDUCT

2.1. The following conduct is prohibited by Policy 5S-100.

- 2.1.1. Academic dishonesty, any form of dishonest academic behavior including unauthorized collaboration, cheating, plagiarism, fraudulent misrepresentation, or falsifying documents.
- 2.1.2. Arson, defined as willful burning of student, staff, or school district property.
- 2.1.3. Truancy, defined as being absent for at least half of the school day without a valid excuse.
- 2.1.4. Habitual truancy, defined as unlawfully absent from school for 3 times per quarter, 5 times per semester, or 20 times during one school year.
- 2.1.5. Unexcused Absence and Persistent/Excessive Unexcused Absence.
- 2.1.6. Bullying, cyberbullying, and hazing, as defined in this policy and discussed more fully in Section 9 of this policy.

- 2.1.7. Violations of bus policies, including eating, drinking, being too loud, standing, fighting, attacking the driver, etc.
- 2.1.8. Disruptive behavior in the classroom, hallways, or school events.
 - [a] Disruptive behavior in the classroom includes, but is not limited to, talking out in class, talking out of turn, picking on or teasing other students, and other behaviors that detract from student learning.
 - [b] Disruptive behavior in the hallways or events includes, but is not limited to, running, making excessive noise, loitering, or persistent hall-walking.
 - [c] Serious disruptive behavior in the classroom, hallways or school events includes, but is not limited to, disruption that directly affects the safety of others, such as throwing harmful items, turning over tables, disrupting a safety drill, disrupting testing, verbal abuse of staff, or other persistent and/or extreme disruption.
- 2.1.9. Defiance of authority and/or insubordination, defined as a failure to follow directions or a failure to respond to school staff questions or requests.
- 2.1.10. Disrespectful behavior including profanity/vulgarity, inappropriate gestures, symbols or comments.
- 2.1.11. Electronic device disruption, defined as device use that inhibits the learning environment for either the student or the classmates as outlined in policy 5S-105 Student Electronic Devices.
- 2.1.12. Violations of local school dress code policies as described in Section 4 of this Policy.
- 2.1.13. Gambling, defined as playing games of chance for money or other goods.
- 2.1.14. Gang activity, as defined and discussed more fully in Section 7 of this Policy.
- 2.1.15. Graffiti and/or vandalism, defined as willful defacing or destroying student, staff, or school district property.
- 2.1.16. Harassment, including discriminatory harassment as defined in Policy 11IR-100, and Title IX Sexual Harassment as defined in Policy 5S-102.
- 2.1.17. Homicide, defined as the killing of one person by another.
- 2.1.18. Rape/Attempted rape, as defined in Utah Code Ann. §76-5-402.
- 2.1.19. Physical altercation
 - [a] Physical altercation includes assault, defined as an actually or attempting, with unlawful force or violence, to do bodily injury to another person.
 - [b] Physical altercation also includes fighting, defined as taking part in a violent struggle involving the exchange of physical blows.
- 2.1.20. Use, possession, distribution or selling prohibited substances, including paraphernalia, as discussed more fully in Section 8 of this policy, including the following substances:
 - [a] Alcohol,

- [b] Illegal drugs/uncontrolled substances,
- [c] Prescription medications/controlled substances,
- [d] THC/marijuana, or
- [e] Tobacco.

2.1.21. Robbery/Extortion, defined as taking anything of value from another by force or threat.

2.1.22. Theft, defined as taking anything of value without force or threat.

2.1.23. Sexual Misconduct, defined as sexual conduct that does not meet the definition of Sexual Harassment in Policy 5S-102 and Title IX, but which is disruptive to the educational environment or threatens the welfare, safety, or morals of other students, and includes, but is not limited to: pornography, sexting, and sextortion as defined below. Sexual misconduct is prohibited at school, a school-related event, or off campus where the conduct has a nexus to school or, if speech, where the speech creates a substantial and material disruption at school. Sexual misconduct includes:

- [a] Creating, possession, requesting, or sharing pornographic images of nude or semi-nude adults or minors.
- [b] Sexting, defined as the sending or receiving of sexual words, pictures, or videos via technology, typically a mobile phone.
- [c] Sextortion, defined as soliciting nude images or videos of someone, and then demanding money, more images, or other demands, threatening to share the images with the victim's family and friends if they don't comply.

2.1.24. Threats, including:

- [a] Threats against a school, as defined in Utah Code Ann. §76-5-107.1.
- [b] Threats to others, defined as an expression to inflict bodily injury or harm to another.

2.1.25. Possession or use of weapons as discussed more fully in Section 7, including

- [a] Explosive devices,
- [b] Handgun, Rifle,
- [c] Shotgun,
- [d] Knife or other sharp object, and
- [e] Look alike weapon.

2.1.26. Using any object, including an uncontrolled or controlled substance, as a weapon when it is intended to harm or injure another person.

2.2. Prohibited Conduct will be addressed in accordance with the School Level Behavior Plans, as described in Section 3 and the District-wide Student Code of Conduct (attached to this Policy as Appendix A).

3. RESPONSE TO PROHIBITED CONDUCT

3.1. School Level Behavior Plans

The District recognizes the importance of local community involvement and site-based decision making; therefore, each school shall develop a written School Level Behavior Plan with clear rules of conduct and consequences for violating those rules. The Behavior Plan shall be consistent with District policy, District Student Code of Conduct (attached to this Policy as Appendix A), and state law, federal law. The District may

review local school rules and procedures and require the school to modify any rule or procedure that are not consistent with Board policy or state statutes on discipline in the public schools.

3.1.1. School Level Behavior Plans shall recognize the following principles:

- [a] every person deserves to be respected;
- [b] every person deserves to be safe, to feel safe, and to be free from danger;
- [c] students attend school to learn (academics, behavioral skills, social emotional skills, etc.), and learning is enhanced in a physically and emotionally safe environment;
- [d] learning is enhanced in an organized environment and the establishment of academic and behavioral expectations is essential for this environment; and
- [e] there is an intrinsic relationship between academics and behavior.

3.1.2. Each School Level Behavior Plan shall include:

- [a] evidence-based behavior practices and leveled interventions within a Multi-Tiered System of Supports (MTSS) framework, as described in the District Student Code of Conduct;
- [b] goals which give special emphasis to the teaching of self-discipline, supportive discipline practices, good citizenship, social emotional skills, positive behavioral interventions and support;
- [c] an evaluation process which provides for an annual assessment of goals;
- [d] a staff development program related to student self-discipline, supportive practices, good citizenship, social emotional skills, and positive behavioral interventions and support;
- [e] school-wide preventive supports, including, but not limited to:
 - (i) school-wide expectations established and taught;
 - (ii) student reinforcement systems (e.g., tickets, tokens);
 - (iii) effective error correction strategies (e.g., one-minute skill builders, precision commands);
 - (iv) office discipline referral process (flow chart, referral form, data management system);
 - (v) student connection (adult mentoring program);
 - (vi) school-wide problem solving team (MTSS team);
 - (vii) school-wide data for problem solving (e.g., discipline referrals, school climate, behavior screening).
- [f] implementation of the District Truancy Intervention Program;
- [g] implementation of policies described below regarding the use and abuse of alcohol, tobacco, drug paraphernalia, and real or imitation controlled substances, and other harmful trends by students;
- [h] compliance with due process, investigation guidelines, and other procedures; a bullying, hazing, and harassment prevention program, as outlined in Section 9 of this policy; and
- [i] gang prevention and intervention policies, considering the individual school's unique needs or circumstances.

3.1.3. School administrators shall establish procedures to provide for written notice of a school's Behavior Plan to:

- [a] new and continuing students at the beginning of each school year;
- [b] transfer students at the time of their enrollment in the school; and
- [c] the student's parent.

3.1.4. Each school shall post the Behavior Plan in prominent locations in the school.

3.2. **Site Based Interventions**

A continuum of intervention and prevention strategies, within a positive behavioral interventions and supports MTSS framework, shall be available to help students whose behavior in school repeatedly falls short of reasonable expectations. Prior to expelling or removing a student to an alternative educational location for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which do not pose a risk or threat of harm to others such that immediate removal is warranted, good faith efforts shall be made at the school level to implement a supportive behavior plan to allow the student to remain in his or her school of attendance.

3.2.1. Administrator Responsibilities

- [a] Before suspending a student for prohibited conduct that falls within Behavior Levels 1 and 2 of the Districtwide Code of Conduct, school administrators must demonstrate that they have implemented some or all of the following interventions:
 - (i) parent or guardian notification;
 - (ii) change in schedule or class;
 - (iii) loss of privileges;
 - (iv) invitation for parental shadow;
 - (v) restitution (monetary or service-based);
 - (vi) detention (before or after school) with parent or guardian consent;
 - (vii) mindfulness;
 - (viii) conflict resolution by a trained adult;
 - (ix) peer mediation;
 - (x) referral to IEP or 504 team;
 - (xi) in-school suspension;
 - (xii) counselor mentoring;
 - (xiii) referral to local case management team (LCMT);
 - (xiv) student behavior contracts.
- [b] If interventions are not successful or prohibited conduct is severe, school administrators may, but are not required to, suspend a student for prohibited conduct that falls within Behavior Levels 3, 4, and 5, consistent with the Code of Conduct discipline matrix.
- [c] Before referring the student to District Case Management for expulsion, or alternative educational location, a school administrator must—except in rare circumstances of a serious threat to the safety and welfare of the school—demonstrate that they have attempted some or all of the following interventions
 - (i) supportive student conferences;
 - (ii) class schedule adjustments;
 - (iii) phone contact with the parent;
 - (iv) information parent/student conferences;
 - (v) behavioral/safety contracts;
 - (vi) no-contact contracts;
 - (vii) after-school make-up time;
 - (viii) short-term (less than 10 school days) in-school suspension (ISS);
 - (ix) short-term (less than 10 school days) at-home suspensions;
 - (x) short-term (less than 10 school days) remote learning;
 - (xi) resource team involvement and assistance;
 - (xii) functional behavior assessment and behavior intervention plan;

- (xiii) appropriate evaluation;
- (xiv) home study;
- (xv) alternative programs, (e.g., check-in, check-out);
- (xvi) youth court for minor infractions;
- (xvii) law enforcement assistance as appropriate under Utah Code Ann. § 53G-8-211; or
- (xviii) for students with disabilities on an IEP or a 504 plan, a manifestation determination hearing

3.2.2. Classroom Teacher Responsibilities.

- [a] Since discipline within the classroom is the basic responsibility of each teacher, good procedure using positive behavioral interventions and supports in handling inappropriate student behavior is necessary. Classroom management and student discipline should include de-escalation, conflict resolution, and positive behavioral strategies to improve classroom culture and climate. Classroom teachers are expected to address prohibited conduct within their classroom as the first response by applying Level 1 interventions identified in the Code of Conduct.
- [b] Classroom Rules and Disclosure
To enhance classroom discipline the teacher shall:
 - (i) develop written, clearly stated, academic, citizenship and behavioral expectations (class disclosure);
 - (ii) obtain the school administrator's approval of the classroom rules and disclosure and keep a copy on file in the school;
 - (iii) inform parents of expectations and discipline procedures by providing, in writing, a copy of classroom expectations and rules;
- [c] Teachers are encouraged to post class rules and student expectations in the classroom.
- [d] If a student displays a pattern of inappropriate behavior(s) that are not corrected following Level I interventions, the teacher shall consult with a parent and the school administration for possible referral to a counselor or the local case management team (LCMT).
- [e] A teacher may refer a student to the office when the seriousness, the persistence, or the disruptive effect of the prohibited conduct, makes the continued presence of the student unacceptable. The teacher shall document the details of the incident as soon as teaching obligations permit.
- [f] A classroom teacher should not refer a student to, or request the involvement of, an SRO or other law enforcement unless the student poses a serious risk of imminent bodily harm to self or others.

3.3. Suspension or Expulsion as a Response to Prohibited Conduct

3.3.1. General Principles for Suspensions and Expulsions.

It is the District's philosophy that exclusionary discipline is a last resort in response to student behavior. The District applies a multi-tier system of supports and implements positive behavior interventions and supportive practices to the greatest extent possible to modify behavior and ensure a safe learning environment for all students. In the event that a suspension or expulsion is necessary, the following principles apply.

- [a] The school administrator has the authority to suspend a regular education student for up to ten (10) school days per incident. In

considering whether to suspend a student and for how long, the school administrator will follow the Code of Conduct discipline matrix, and may consider all relevant factors, including but not limited to, the severity of the offense, the student's age, disability, academic status and disciplinary record, parental capabilities, and community resources. The school administrator is prohibited from suspending for longer than ten (10) school days, expelling, or otherwise changing student placement. Whenever such action is contemplated or desired, the school administrator shall make a referral to the District's Case Management Team (DCMT).

- [b] The school administrator has the authority to suspend a student with disabilities (504 or IDEA) for not more than ten (10) consecutive school days for any violation of school rules, and additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a pattern resulting in a change of placement [as defined in 34 C.F.R. §300.536](#).
- [c] The Board or the District's Case Management Team (CMT) may expel a student for violations of policy for a fixed or indefinite period, provided that indefinite expulsions shall be reviewed by the Case Management Team and the conclusions reported to the Board, at least once each year.
- [d] If a student is expelled for a period longer than ten (10) days, the student's parent is responsible for undertaking an alternative education plan which will ensure that the student's education continues during the period of expulsion. The parent shall work with designated school officials to determine how the student's education will continue through private education paid for by the parents, an alternative program offered by the school or District, or other alternatives which will reasonably meet the educational needs of the student. Costs of educational services which are not provided by the District are the responsibility of the student's parent.
- [e] The parent and designated school officials may enlist the cooperation of the Division of Child and Family Services, the juvenile court, or other appropriate government agencies in determining how to meet the educational needs of the student.
- [f] The District shall contact the parent of each student under age sixteen (16) who has been expelled from all District programs and services at least once a month to determine the student's progress.
- [g] Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504, procedures outlined in the Davis School District Special Education Policy Manual and State of Utah Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

3.3.2. Grounds for Suspension/Expulsion

On occasion, it is necessary to remove a student from school, through a suspension, expulsion, or change of placement. The following are bases for removal pursuant to [Utah Code Ann. §53G-8-202](#). The Student Code of Conduct will guide administrators when imposing discipline for the following behaviors.

A student **may be** suspended or expelled from school for any of the following reasons:

- [a] frequent, flagrant, or willful disobedience, defiance of school authority, or disruptive behavior including the use of foul, profane, vulgar, or abusive language;
- [b] willful destruction or defacing of school property;
- [c] behavior or threatened behavior which poses an immediate and significant threat to the welfare, safety, or morals of other students or school personnel or to the operation of school;
- [d] possession, control, or use of an alcoholic beverage as defined in Utah Code Ann. §32B-1-102;
- [e] behavior which threatens harm or does harm to the school or school property, to a person associated with the school, or property associated with any such person, regardless of where it occurs;
- [f] possession of pornographic material on school property; or
- [g] any other prohibited conduct identified in Section 2 of this policy, consistent with the Code of Conduct discipline matrix.

A student **shall** be suspended or expelled from school for:

- [a] any serious violation affecting another student or a staff member, or any serious violation occurring in a school building, in or on school property, or in conjunction with any school activity, including:
 - (i) the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;
 - (ii) the actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities;
 - (iii) the sale, control, or distribution of controlled substance, an imitation controlled substance, or drug paraphernalia, as defined and described more fully in Section 8 of this policy.
- [b] the commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor;
- [c] making a false report of an emergency at a school under Utah Code Ann. §76-9-~~101(2)(b)~~202; or
- [d] any other prohibited conduct identified in Section 2, consistent with the Code of Conduct discipline matrix.

3.3.3. Automatic expulsion for weapons violation

A student who engages in a weapons violation as described in this policy shall be expelled from school for a period of not less than one year subject to Section 6 of this policy.

3.3.4. Denial of admission for expulsion

A student may be denied admission to Davis School District on the basis of having been expelled from any other school during the preceding 12 months.

3.3.5. Incidents Preceded by Harassment

- [a] When a student complains that harassment based on a protected class as defined in this Policy and Policy 11IR-100 caused a student to engage in prohibited conduct, the totality of the circumstances will be considered when determining appropriate disciplinary outcome, including the impact that the alleged harassment or hostile environment may have had on the student subjected to the harassment. For example, a student may be disciplined for fighting but following an investigation, it is determined that the was involved in the fight because the student had been experiencing harassment from the other student involved in the fight.
- [b] ~~The District will refer all incidents involving protected class harassment that come up in the context of a disciplinary incident to the Office of Equal Opportunity ("OEO") for investigation in accordance with the Policy 11IR-100.~~ Allegations of protected-class harassment identified during a disciplinary investigation shall be addressed in accordance with Sections 9.7 and 10.2 of this policy.

- 3.4. Suspensions and expulsions for students with disabilities are governed by Section 12.4 of this Policy.

DAVIS DISTRICT CONDUCT EXPECTATIONS

4. SCHOOL DRESS AND GROOMING EXPECTATIONS

The Board recognizes that dress and grooming affect the behavior of students, that there are sanitation and safety factors directly related to proper dress and grooming, and that school administrators, teachers, and parents need clear dress and grooming guidelines so that rules of dress and discipline can be enforced consistently. Therefore, school officials may prohibit the following types or styles of clothing at school or school activities:

- 4.1. extreme clothing, including but not limited to inappropriately short, tight, or revealing shorts, skirts, dresses, shirts, etc., clothing that is torn, ripped or frayed;
- 4.2. bare or stocking feet;
- 4.3. clothing which displays obscene, vulgar, lewd, or sexually explicit words, messages, or pictures;
- 4.4. clothing attachments or accessories which could be considered weapons, including but not limited to spikes on boots, bracelets or chokers, chains on wallets or belts, etc.;
- 4.5. clothing that exposes bare midriffs, buttocks, or undergarments;
- 4.6. clothing that advertises a substance a student cannot legally possess or use (i.e., tobacco, alcohol, illegal drugs); and
- 4.7. any clothing or apparel that conveys a specific, particularized message (e.g., political buttons, religious jewelry or apparel, etc.) that school officials can prove has caused or imminently will cause material disruption of classwork, or substantial interference with the work of the school or invasion of the rights of others may be prohibited.

5. EXPECTATIONS REGARDING CLOSED CAMPUS

School Community Councils may authorize and implement “closed campus,” under which students are prohibited from leaving school grounds during the school day without authorization from the school attendance office.

6. EXPECTATIONS REGARDING WEAPONS

- 6.1. Weapons are prohibited on school grounds and at school-related events.
- 6.2. “Weapons” include explosive devices, handguns, knives or other sharp objects, look-alike weapons, rifles, shotguns, and any other substance ~~ef~~-or devices used or intended to be used to injure another person.
 - 6.2.1. Any student who, in a school building, in a school vehicle, on District property, or in conjunction with any school activity, (a) possesses, controls, sales, arranges for the sale of, uses, or threatens use of a real weapon, explosive, noxious or flammable material; or (b) actually uses or threatens to use a look-alike or pretend weapon with the intent to intimidate another person or to disrupt normal school activities; may be expelled from all District schools, programs, and activities for a period of not less than one year, subject to the following:
 - 6.2.2. Within forty-five (45) days after the expulsion the student shall appear before a member of the District Case Management Team, accompanied by a parent. The Case Management Team shall determine:
 - [a] what conditions must be met by the student and the student’s parent for the student to return to school;
 - [b] if the student should be placed on probation in a regular or alternative school setting rather than expelled, and what conditions must be met by the student in order to ensure the safety of students and faculty at the school the student is placed in; and
 - [c] if it would be in the best interest of both the District and the student to modify the expulsion term to less than a year giving highest priority to providing a safe school environment for all students.
 - 6.2.3. Any employee who has reason to believe a student is in possession of a weapon has a mandatory obligation to report to the school principal without delay.
- 6.3. Whenever a student receiving special education and related services under the Individual with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act is determined to have violated Section 2.3, the due process procedure outlined in Section 12 of the policy must be followed.

7. EXPECTATIONS REGARDING GANG AND GANG ACTIVITY

- 7.1. Gang Activity

Students who engage in any form of gang activities on or about school property, or at any school activity may be suspended or expelled under the terms of this policy. Students may also be excluded from participation in extracurricular activities, including interscholastic athletics as determined by the District and school leadership.

 - 7.1.1. Gang Activity Prohibited

For the purposes of this policy prohibited “gang activities” include, but are not limited to any of the following:

 - [a] advocating or promoting a gang or any gang-related activities
 - [b] marking school property, books or schoolwork with gang names,

- slogans, or signs;
- [c] conducting gang initiations;
- [d] threatening another person with bodily injury or inflicting bodily injury on another in connection with a gang or gang related activity;
- [e] aiding or abetting an activity described above by a person's presence or support; and
- [f] displaying or wearing common gang apparel, common dress, or identifying signs or symbols on one's clothing, person, or personal property that is disruptive to the school environment;
- [g] communicating in any method, including verbal, non-verbal, and electronic means, designed to convey gang membership or affiliation.

- 7.1.2. Proactive Gang Prevention and Intervention.
Schools will implement proactive and supportive interventions designed to reduce the incidents and participation in gang activity.
- 7.1.3. Confiscation of Gang Items
Subject to the search and seizure provisions of this policy, gang paraphernalia, apparel, or weapons may be confiscated by school officials at any time.
- 7.1.4. Consultation with Law Enforcement Authorities
District and/or School leadership may consult with local law enforcement authorities whenever they have questions regarding gang-related clothing, apparel, or other gang activity.

8. EXPECTATIONS REGARDING DRUGS/ALCOHOL

- 8.1. Drugs and alcohol are prohibited on school property and at school-related events.

~~8.2. Definitions:~~

~~8.2.1. Drug (or controlled substances) has the same meaning as in Utah Code Ann. §58-37c-3~~

~~8.2.2. Alcohol has the same meaning as in Utah Code Ann. §32B-1-102;~~

~~8.2.3. Imitation controlled substance has the same meaning as in Utah Code Ann. §58-37b-2~~

~~8.2.4. Drug paraphernalia has the same meaning as in Utah Code Ann. §58-37a-3.~~

- ~~8.3.8.2.~~ A student may be given supportive interventions or suspended or expelled from his/her school of attendance for any of the following reasons:

~~8.3.1.8.2.1.~~ use, control, possession, distribution, sale, or arranging for the sale of an illegal drug or controlled substance, (including tobacco in any form, electronic cigarettes, and electronic cigarette product or substance and cannabis products as defined in Utah Code Ann. §26b-4-201), an imitation controlled substance, or drug paraphernalia in a school building, in a school vehicle, on District property, or in conjunction with any school activity;

~~8.3.2.8.2.2.~~ misuse or abuse, distribution, sale or arranging for the sale of prescription medication at school or a school function; or

~~8.3.3.~~8.2.3. misuse or abuse of over-the-counter remedies. A student may possess and use over-the-counter remedies at school only in amounts not to exceed the recommended daily dose including, but not limited to: aspirin, ibuprofen, Tylenol (acetaminophen), cough drops, allergy medication, cough syrup and mouthwash.

8.4.8.3. Drug Testing

~~8.4.1.~~8.3.1. Any student who is reasonably suspected of violating Section 8 of this policy may be subject to a drug test for cause, arranged and paid for by the District.

~~8.4.2.~~8.3.2. Any student who has been suspended or expelled for a violation of Section 8 may be required to provide a clean drug test and evidence of drug assessment and drug counseling programs as a condition of re-admission to school. Testing and counseling required as a condition of re-admission, rather than for the purpose of providing justification for the initial suspension or expulsion, shall be arranged, and paid for by the student's parent.

~~8.4.3.~~8.3.3. Students who refuse to submit to required drug testing and counseling programs, or to cooperate with District officials with respect to the sharing of appropriate information, may be denied re-admission.

~~8.4.4.~~8.3.4. Any student who is working through supportive practices, or suspension, for violation of Section 8 may be subject to random drug testing, any time and for any reasons, for a period of one year from the date of offense. If the student tests positive, he/she may be transferred to an alternative placement. Any student who refuses consent for drug testing under these conditions may be expelled.

8.5.8.4. Students with Disabilities

~~8.5.1.~~8.4.1. Any student identified as being disabled under either Section 504 of the Rehabilitation Act or the Americans with Disabilities Act who currently is engaging in the illegal use of drugs or alcohol shall be suspended or expelled to the same extent as non-disabled students for the possession, use, control, distribution, sale, or arrangement of the sale of illegal drugs, alcohol, or controlled substances on District property or in conjunction with any school activities, and may be disciplined in all instances under the District's regular code of student conduct discipline procedures.

~~8.5.2.~~8.4.2. Whenever a student receiving special education and related services under IDEA knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, the due process procedures outlined in Section 12.4 of this policy must be followed.

9. EXPECTATIONS REGARDING BULLYING

9.1. Bullying, Cyber-bullying, Hazing, Retaliation, and Abusive Conduct

Bullying, cyber-bullying, hazing, and retaliation of students and employees are against federal law, state law, and District policy, and are not tolerated by the District or its schools. It is the intent of the District to respond to school-related incidents by implementing prevention efforts where targets of bullying can be identified and assessed, and perpetrators educated, in order to create safer schools that provide a positive learning environment.

School officials have the authority to intervene with students and employees for off-

campus speech that causes or threatens a substantial disruption on campus, at school activities, or causes or threatens a significant interference with a student's educational performance or involvement in school activities.

~~9.2. Definitions~~

~~9.2.1. "Abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.~~

~~9.2.2. "Bullying" means student bullying and staff bullying.~~

~~9.2.3. "Cyberbullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual regardless of whether the individual directed, consented, to, or acquiesced in the conduct.~~

~~9.2.4. "Hazing" means a school employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:~~

~~[a] — endangers the physical health or safety of a school employee or student;~~

~~[b] — involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;~~

~~[c] — involves consumption of any food, alcoholic product, drug, or other substance, or~~

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

~~[e] — is committed for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event; or~~

~~[f] — is directed toward a school employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for, membership with a school, or school sponsored team, organization, program, or event to which the person committing the act belongs to or participate in.~~

~~9.2.5. "Retaliate" or "retaliation" means an act or communication intended~~

~~[a] — as retribution against a person for reporting bullying or hazing; or~~

~~[b] — to improperly influence the investigation of, or the response to a report of bullying or hazing.~~

~~9.2.6. The conduct defined herein constitutes bullying, cyber bullying or hazing, regardless of whether the person against whom the conduct is committed~~

~~directed, consented to, or acquiesced in, the conduct.~~

~~9.2.7. "Staff bullying" means:~~

- ~~[a] a school employee with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power that:~~
 - ~~(i) creates an environment that a reasonable person would find hostile, threatening, or humiliating; and~~
 - ~~(ii) substantially interferes with a student's or employee's educational or professional performance, opportunities, or benefits.~~
- ~~[b] "staff bullying" does not mean instances of ordinary teasing, horseplay, argument, or peer conflict, reasonable correction of behavior by a school employee, or reasonable coaching strategies and techniques by a school employee who is a coach.~~

~~9.2.8. "Student bullying" means:~~

- ~~[a] one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that:~~
 - ~~(i) creates an environment that a reasonable person would find hostile; and~~
 - ~~(ii) interferes with a student's educational performance, opportunities, or benefits.~~
- ~~[b] "student bullying" does not mean instances of ordinary teasing, horseplay, argument, peer conflict, reasonable correction of behavior by a school employee, or reasonable coaching strategies and techniques by a school employee who is a coach.~~

~~9.3.9.2.~~ Prohibited Conduct

~~9.3.1.9.2.1.~~

No school employee or student may:

- [a] engage in any form of bullying or cyber-bullying a school employee or student, on or about school property, on a school bus, at a school bus stop, or while traveling to or from a school location or school event, or at any school-related or sponsored activity regardless of location or circumstance;
- [b] engage in hazing a school employee or student at any time or in any location;
- [c] engage in retaliation against a school employee; a student; or an investigator for, or witness of, an alleged incident of bullying, harassing, cyber-bullying, hazing; or
- [d] make a false allegation of bullying, cyber-bullying, hazing, or retaliation against a school employee or student;
- [e] share a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, and retaliation in order to impact or encourage future incidents.

~~9.3.2.9.2.2.~~

No parent or student may engage in abusive conduct directed toward a

school employee.

~~9.4.9.3.~~ Investigation and Discipline for Bullying

~~9.4.1.9.3.1.~~ Each reported violation of the prohibitions noted previously shall be promptly investigated and discipline determined in accordance with this policy and applicable law.

9.3.2. ~~The District or school shall create and implement an action plan to address~~ When an incident of bullying, cyber-bullying, hazing, or retaliation is verified, the school administrator shall develop and implement an action plan in accordance with Utah Code Ann. §53G-9-605.5 and Utah Administrative Code R277-613-6. The action plan shall be designed to stop the behavior, prevent its recurrence, and protect the targeted student.

[a] An action plan may include appropriate consequences, interventions, supports, and safety measures to address the behavior and support the targeted student.

[b] In developing the action plan, the school administrator shall consider factors such as the severity and frequency of the behavior, the ages of the students involved, and any prior incidents.

[c] The action plan shall include measures to protect the targeted student, address the behavior of the student who engaged in bullying, and provide for follow-up and monitoring to ensure the plan remains effective. The action plan may be adjusted as needed to maintain student safety.

~~9.4.2.~~[d] The school administrator will communicate with the parent(s) of the students involved regarding the development and implementation of the action plan, consistent with student privacy laws.

9.3.3. The District ~~shall establish~~ provides an appeal process for a student who ~~causes an incident~~ engaged in bullying, cyber-bullying, hazing, or retaliation, or the student's parent, to request a review of the investigation findings or the resulting action plan. ~~to appeal one or more of the consequences included in an action plan.~~

[a] An appeal must be submitted in writing within ten (10) calendar days to the school principal, or to the principal's school director if the principal authored the action plan. The written appeal must clearly state the basis for the appeal.

[b] The appeal is limited to determining whether:
(i) required investigative procedures were followed; or
(ii) new evidence is provided that was not reasonably available at the time of the investigation despite the exercise of due diligence.

[c] Disagreement with the outcome of an investigation or with an investigator's interpretation of the facts does not constitute grounds for an appeal under this policy.

[d] A written decision will be issued within ten (10) school days from the receipt of the appeal and serves as the District's final administrative action.

[e] The appeal process does not delay actions necessary to ensure student safety.

~~9.4.3.~~9.3.4. The Student and Family Resources Department shall provide training to school administrators, oversee and monitor the implementation of bullying action plans, assist schools with case-specific needs, and serve as the District's liaison

to the Utah State Board of Education.

~~9.4.4.~~9.3.5. School employees who engage in any of these prohibited behaviors may be subject to individual investigation resulting in employment action in accordance with Policy [2HR-004 Employee Discipline and Dismissal Policy](#).

~~9.5.~~9.4. Confirmed Allegation of an Incident of Bullying, Cyber-bullying, Hazing, or Retaliation.

Following an investigation confirming an incident of bullying, cyber-bullying, hazing, or retaliation, if appropriate, a school administrator may take positive supportive justice practice action and support involved students through trauma-informed practices.

~~9.6.~~9.5. Reporting Requirement

~~9.6.1.~~9.5.1. School employees who become aware of bullying, hazing, or related initiation activity, shall report such incident immediately to school administrators so that prompt and appropriate action can be taken. School personnel who fail to report incidents of bullying or hazing to school or District administrators may face disciplinary action.

~~9.6.2.~~9.5.2. Students who observe hazing activities and fail to intervene or report the hazing to school officials may face disciplinary action for conspiring to engage in hazing.

~~9.7.~~9.6. Bullying on the Basis of a Protected Class

Bullying, cyberbullying, hazing or retaliation on the basis of a protected class is harassment and is further prohibited under federal anti-discrimination laws.

~~9.8.~~9.7. Harassment

A school administrator shall promptly refer any incident that may involve discrimination based on a protected class to the Office of Equal Opportunity (OEO). Harassment will be ~~investigated by the Office of Equal Opportunity (OEO)~~ consistent with Policy 11IR-100 *Nondiscrimination Policy and Complaint Procedure*, except for sexual harassment, which will be investigated and addressed in accordance with Policy [5S-102 Student Sexual Harassment](#).

~~9.8.1.~~9.7.1. Harassment is not tolerated and the District will take prompt and effective steps reasonably calculated to end harassment, eliminate any hostile environment and its effects, and to prevent harassment from recurring.

~~9.8.2.~~9.7.2. Administrators will document harassment accurately and separate from bullying in the District's student information system, and will report harassment to the (OEO) in accordance with Policy [11IR-100](#).

~~9.8.3.~~9.7.3. Administrators will offer supportive measures to students reporting harassment.

~~9.8.4.~~9.7.4. Retaliation against a school employee; a student; or an investigator for, or witness of, an alleged incident of harassment is strictly prohibited under this policy and under Policy 11IR-100 and students who engage in retaliation may be subject to discipline.

~~9.9.~~9.8. School Based Bullying and Hazing Prevention Program

Each school shall develop a bullying and hazing prevention program using a prevention program approved by the District's Student and Family Resources Department as a model.

9.9.1.9.8.1. The school bullying and hazing prevention program shall include annual discussion and training designed to prevent hazing and bullying and procedures and plans for training students, staff, coaches, and volunteers that includes information on:

- [a] bullying, cyber-bullying, hazing and retaliation;
- [b] sexual aggression or acts of a sexual nature or with sexual overtones;
- [c] discrimination under the following federal laws:
 - (i) Title VI of the Civil Rights Act of 1964;
 - (ii) Title IX of the Education Amendments of 1972;
 - (iii) Section 504 of the Rehabilitation Act of 1973; and
 - (iv) Title II of the Americans with Disabilities Act of 1990;
- [d] how bullying, cyber-bullying, hazing, and retaliation are different from discrimination and may occur separately from each other or in combination;
- [e] bullying, cyber-bullying, hazing, and retaliation based upon the students' or employee's actual or perceived characteristics, including race, color, national origin, sex, disability, religion, gender identify, sexual orientation, or other physical or mental attributes or conformance or failure to conform with stereotypes;
- [f] the right of free speech and how it differs for students, employees, and parent; and
- [g] safe digital citizenship.

9.9.2 The school bullying and hazing prevention program shall also:

- [a] provide for an assessment of the prevalence of bullying in the school, specifically, locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas;
- [b] compliment the school's existing discipline plan;
- [c] include required strong responsive action against retaliation including assistance to harassed students and their parents in reporting subsequent problems and new incidents; and
- [d] include strategies for providing student and staff, including aides, custodians, kitchen and lunchroom workers, secretaries, paraprofessionals, and coaches, with awareness and intervention skills and social emotional skills training.

PROCEDURES FOR ADDRESSING PROHIBITED CONDUCT

10. INVESTIGATIONS

10.1 General Investigation Guidelines for School Administrators

School administrators have the authority and duty to conduct investigations and to question students pertaining to infractions of school rules. School administrators shall conduct investigations according to the following general guidelines:

10.2 **Conduct Alleging Harassment**

10.2.1 When a school administrator receives a report or otherwise learns of alleged conduct that may constitute harassment on the basis of a protected class, the administrator shall notify the Office of Equal Opportunity for an investigation, in accordance with the procedures outlined in District Policy 11IR-100 *Non-Discrimination Policy and Complaint Procedures*.

10.2.2 When a school administrator receives a report or otherwise learns of alleged conduct that possibly rises to the level of sexual harassment as defined in Title IX, the school administrator shall follow the due process procedures as outlined in District policy 5S-102 *Sexual Harassment under the Jurisdiction of Title IX Protections*.

10.3 **Coordination with Law Enforcement**

10.3.1 School administrators have the responsibility and the authority, within their respective jurisdictions, and in coordination with the District's Security Coordinator, to determine when the help of law enforcement authorities is necessary, as outlined in this policy and Utah State law.

10.3.2 The duties and responsibilities of a school resource officer (SRO) are defined in the interlocal agreements between the District and the law enforcement agencies providing SROs.

10.3.3 In addition to the duties and responsibilities defined in the interlocal agreements described above, pursuant to Utah §53G-8-211, an SRO may:

- [a] Investigate possible criminal offenses and conduct, including conducting searches, provided an SRO-initiated and SRO-led search is conducted under a probable cause standard;
- [b] Consult with school administration about the conduct of a minor enrolled in school, including whether certain conduct may be referred for charges;
- [c] Transport a minor enrolled in a school off-campus;
- [d] Take temporary custody of a minor in accordance with state law; or
- [e] Protect the safety of students and the school community, including the use of reasonable and necessary physical force when appropriate based on the totality of the circumstances.

10.3.4 An SRO will **not** be involved in investigations that are not possibly criminal offenses or conduct, including conducting searches.

10.4 **Response to School-Based Criminal Behavior**

10.4.1 This section applies to a student who is alleged to be a habitual truant; and a student enrolled in school who is alleged to have committed an offense on school property where the student is enrolled, when school is in session, or during a school-sponsored activity.

10.4.2 Under Utah Code Ann. §53G-8-211, a student who is alleged to have committed an offense on school property that is a class C misdemeanor, an infraction, or a status offense, or a student is alleged to be a habitual truant, the school administrator or school resource officer shall:

- [a] refer the student to an evidence-based alternative intervention as described in Utah Code Ann. §53G-8-211(3); or
- [b] refer the student for prevention and early intervention youth services, as described in Utah Code Ann. §80-5-201, by the Division of Juvenile Justice and Youth Services if the student refuses to participate in an evidence-based alternative intervention.

10.4.3 A school administrator or school resource officer may only refer a student to a law enforcement officer or agency, or a court, if a student allegedly committed the same class C misdemeanor, an infraction, or a status offense on school property on a previous occasion, or alleged to be a habitual truant at least twice during the same school year; and the student was referred to an evidence-based alternative intervention, or to prevention or early youth intervention services for the previous offense.

10.4.4 If a student is alleged to have committed a traffic offense that is an infraction, a school administrator or school resource officer may refer the student to a law enforcement officer or agency, a prosecuting attorney, or a court for the traffic offense.

10.4.5 If a student is alleged to have committed an offense on school property that is a class B misdemeanor ~~or~~, a class A misdemeanor, **or involves a drug offense, the** school administrator or school resource officer may refer the minor directly to a court or to the evidence-based alternative.

10.4.6 **If a school administrator refers a student to a law enforcement officer, law enforcement agency, prosecuting attorney, or court, the school administrator shall notify the student's parent of the referral, as described in Utah Code Ann. §53G-8-211.**

10.5 Investigations of Criminal Conduct at School

10.5.1 Initiated by School Administrator: When an administrator is investigating reports of policy violations that are also possible criminal activity occurring on school grounds or at a school-related event, the administrator may involve the SRO in the investigation, subject to the following:

- [a] An SRO may be present in an interview conducted by an administrator but shall not lead or conduct the interview.
- [b] An SRO may be present during a search conducted by an administrator but will not initiate and conduct a search unless there is an imminent threat of physical harm or the SRO has probable cause to search.

10.5.2 Initiated by SROs or Other Law Enforcement Authorities: School officials shall cooperate with SROs and other law enforcement authorities who are carrying out official duties such as investigating crimes, serving subpoenas, etc., as outlined in Utah Code Ann. §80-1-103.

- [a] When law enforcement authorities can show a need to do so, as discussed below, they shall be permitted to conduct an investigation on school grounds during school hours.
- [b] Such a need will ordinarily be shown if delay in police investigation might result in danger to a person, flight from jurisdiction by a person reasonably suspected of a crime, or destruction of evidence. In such cases:
 - (ii) the law enforcement authorities shall be required to get prior

- approval of the school administrator or other designated person before beginning an investigation on school premises;
- (iii) the school administrator shall document the circumstances warranting the investigation as soon as practical;
- (iv) law enforcement authorities investigating school-related or student-related crimes may not have access to student education records, aside from directory information, unless they have a subpoena or court order, permission from parent, or serve as a designated School Resource Officer;
- (v) directory information is limited to a student's name, home address, date of birth, phone number, class schedules and parents' home address, email address, and phone numbers for use in case of emergency.
- [c] When a caseworker from the Division of Child and Family Services ("DCFS") requests an interview with a student at school, the administrator will allow the interview when the caseworker has provided appropriate DCFS identification, and signed the District's DCFS Interview Form.

10.5.3 Release of Student to Law Enforcement Authorities

- [a] Law enforcement authorities may, without a court order or warrant, take a student into temporary custody as outlined in Utah Code Ann. §80-6-201.
- [b] Where it is necessary to take a student into custody on school premises, law enforcement authorities shall:
 - (ii) contact the school administrator and relate the circumstances necessitating such action;
 - (iii) consult with the school as to how an arrest is to be made in order to cause the least disruption to the school process;
 - (iv) when possible, have the school administrator summon the student to the administrator's office prior to taking the student into custody;
 - (v) notify the parent of the action under Utah Code Ann. §80-6-203.
- [c] The school administrator shall immediately notify the Superintendent's office of the removal of a student from school by law enforcement authorities.
- [d] When a student has been taken into custody or arrested on school premises without prior notification to school administration, school staff present shall encourage law enforcement authorities to inform an administrator of the circumstances as quickly as possible. If the officers decline to tell an administrator, the school staff members present shall immediately notify an administrator.

10.6 Quelling Disturbances of School Environment

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

10.7 Coordination of Policies and Law Enforcement Authorities

School administrators shall meet at least annually with local law enforcement authorities to discuss the District's Student Conduct and Discipline Policy and rules on law enforcement contacts with the District. Law enforcement authorities shall be asked to inform their staffs about the terms of the Student Conduct and Discipline Policy.

11. SEARCHES

Given the school's custodial and tutelary responsibility for children, and the Board's intent to preserve a safe environment for all students and staff, the Board recognizes that school officials have the authority to conduct reasonable searches of students and student property for evidence of policy violations, including policy violations that are also criminal. To protect individual rights and guard against excessive intrusion, school officials engaging in searches of students and property shall abide by the following guidelines:

11.1 General Guidelines

- 11.1.1 Searches of a student's person or personal property (coats, hats, backpacks, book bags, purses, wallets, notebooks, gym bags, electronic devices, etc.) may be conducted:
 - [a] **with the student's consent.** Wherever possible, before conducting the search, the school official shall request the student's consent to the inspection and inform the student that he/she may withhold consent. Such consent, if offered, shall be voluntary; or
 - [b] **without the student's consent** when school officials have reasonable suspicion to believe a student possesses evidence that:
 - (ii) a policy or law has been violated; or
 - (iii) presents an immediate danger of physical harm to students, staff or school property; and
 - (iv) the items being searched are capable of concealing such evidence.
- 11.1.2 The search must be reasonably related to the suspicion and not excessively intrusive in light of the student's age, history and school record and the nature of the infraction. The scope of any search should be limited by the reasonable suspicion that motivated the search. If an item is found that leads to reasonable suspicion that additional, related items may also exist, the search may be extended.
- 11.1.3 Whenever possible, another staff member shall be present at any search of a student or student property. The SRO may be present when searching students only if the conduct involves criminal activity.
- 11.1.4 A school official may at any time, request presence of the appropriate law enforcement agency having jurisdiction over the facilities of the school.
- 11.1.5 A school official shall be responsible for the custody, control, and disposition or destruction of any illegal or dangerous substance or objects taken from a student. Anything found in the course of a search which is evidence of a student violation of school rules shall be tagged for identification at the time it is seized and kept in a secure place by the school official.
- 11.1.6 All contraband discovered in a search by school officials shall be immediately confiscated and turned over to law enforcement authorities if school officials have reason to believe the contraband is related to the commission of a criminal act.

- 11.1.7 A school official shall dispose of or destroy a confiscated electronic cigarette product. If a school official has reason to believe the confiscated electronic cigarette product contains an illegal substance, the schools may release the confiscated electronic cigarette product to local law enforcement.

11.2 School Property – Lockers, Desks, Other Storage Areas Provided for Student Use

Students have no right or expectation of privacy in school lockers, desks, or other storage areas. While lockers, desks, and other storage areas are under the joint control of students and the school they are solely school property and may be searched at any time by school officials with or without cause. Once a locker, desk or other storage area is opened for search, any search of student belongings contained within the locker must comply with the guidelines for searches of personal belongings in Section 11 of this policy.

11.3 Vehicles

Vehicles in the possession of students and parked on school premises may be searched, based on consent or reasonable suspicion by the appropriate school official. Searches of vehicles of staff members or visitors shall be conducted by law enforcement personnel.

11.4 Searches of Person

11.4.1 In addition to the general guidelines above, search of a student's person or intimate personal belongings shall be conducted:

- [a] in a private area of the school by a school official of the same gender as the student being searched;
- [b] whenever possible, in the presence of the student (for belongings) and another staff member of the same gender.

11.4.2 Authorized searches of a student's person are as follows:

- [a] the student's pockets;
- [b] purses, briefcases, backpacks, or any objects in the possession of the student;
- [c] a "pat-down" of the exterior of the student's clothing and the removal of any identified item;
- [d] removal of an article of exterior clothing such as a jacket, shoes, socks;
- [e] a student's privately-owned electronic device if warranted and to the extent warranted; and
- [f] requesting the student turn pockets inside out and roll up sleeves.

11.4.3 Under no circumstances may school officials require students to remove any other items of clothing during the search.

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

11.5 Canine Searches.

11.5.1 The school administrator, in conjunction with local law enforcement officials, may determine when, and if, a specially trained detection canine shall be used in the school to search for drugs, weapons, or other contraband. In creating a proper and effective learning environment within the framework of mutual respect and trust, school administrators shall use caution and discretion in determining when to use a drug detecting canine in the school. No detection canine shall be used in

the school for searches without the permission of the school administrator.

11.5.2 **Students.** Sniffing of students by detection canines is considered to be a search under the Fourth Amendment, may be embarrassing or frightening, and shall not be permitted in schools.

11.5.3 **Lockers and Vehicles and Personal Items.** The sniffing of lockers, personal items when not in the possession of a student, (backpacks, gym bags, book bags, etc.), and vehicles in school parking lots by detection canines may be permitted. Canine searches will be random, short in duration, and with minimal disruption to educational activities. A positive alert by a detection canine may be considered reasonable suspicion for a school official to conduct a search of the locker, personal items, or vehicle as outlined in this policy.

11.6 **Parent Notification of a Search**

School officials have no obligation to contact parents before detaining and questioning students. It is good practice when a student is questioned about serious allegations of the student's own misbehavior, that a parent should be notified to protect the interest and well-being of the student.

11.7 **Documentation**

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

11.7.1 the time, place, and date of the search;

11.7.2 information received that established the need for the search and the name of who provided the information, if any.

11.7.3 the name and title of individuals conducting and observing the search;

11.7.4 substances or objects found, and the disposition made of them (police, school, etc.); and

11.7.5 subsequent action taken including parental notification.

12. **DUE PROCESS**

12.1 **Due Process for Suspensions of 10 Days or Less.**

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

12.1.1 The school administrator shall inform the student of the allegations against him/her, the disciplinary action being recommended, and provide the student with the opportunity to present his or her version of the facts.

12.1.2 If the student denies the allegations, the student shall be provided with an explanation of the evidence and an opportunity to present his/her version of the incident to a school administrator.

- 12.1.3 The student shall present his/her version of the incident in writing. Students with disabilities, young students, or students who do not speak English who are unable to write their own statements shall be accommodated through the use of tape recorder, scribe, translator, etc.
- 12.1.4 The school administrator shall notify the custodial parent/guardian of the student of the following without delay:
 - [a] that the student has been suspended;
 - [b] the grounds for the suspension;
 - [c] the period of time for which the student is suspended; and
 - [d] the time and place for the custodial parent to meet with a designated school official to review the suspension.
- 12.1.5 The school administrator shall also notify the non-custodial parent, if requested in writing, of the suspension.
 - [e] This does not apply to the portion of school records which would disclose any information protected under a court order.
 - [f] The custodial parent is responsible to provide the school a certified copy of any court order prohibiting notification to the non-custodial parent.
- 12.1.6 School administrators shall document disciplinary outcome in accordance with this Policy.
- 12.1.7 In general, the notice and informal conference shall precede the student's removal from school. If, in the judgment of the administrator, notice is not possible because the student poses a danger to a person or property or an on-going threat of disrupting the academic process, he/she may be removed immediately. However, in such cases, the necessary notice and informal hearing shall follow as soon as possible.

12.2 Due Process for Expulsions of More than 10 Days.

The school administrator shall inform the student of the charges against him/her, the disciplinary action being recommended, and provide the student with the opportunity to present his or her version of the facts.

- 12.2.1 If the student denies the charges, the student shall be provided with an explanation of the evidence and an opportunity to present his/her version of the incident to school administrators.
- 12.2.2 If the school administrator desires or contemplates suspending a student for longer than ten (10) school days, he/she shall submit a Safe Schools referral to the Case Management Team (CMT) on the CMT referral forms.
- 12.2.3 Prior to sending the referral to the CMT, but in no instance longer than ten (10) school days after the suspension began, the school administrator shall meet with the custodial parent/guardian to discuss the allegations against the student, the evidence gathered, and the proposed discipline. The school administrator shall also notify the noncustodial parent, if requested in writing by a noncustodial parent, of the possible expulsion as outlined in this policy.
- 12.2.4 School administrators shall document the disciplinary outcome in accordance with this Policy.

12.2.5 Notice to Student and Parent

If the CMT determines, after considering the totality of the circumstances, that a student should be expelled for longer than ten (10) school days, the ~~Department of Student and Family Resources~~ Department shall send written the student's custodial parent/guardian which includes all of the following elements:

- [a] a description of the alleged violation(s) or reason(s) giving rise to disciplinary action;
- [b] the penalty being imposed (duration of expulsion);
- [c] a statement that a due process hearing may be requested in writing within ten (10) working days of receipt of the notice;
- [d] a statement that, if a hearing is requested, the Superintendent has the authority to appoint an impartial Hearing Officer(s), who may be an employee of the District;
- [e] a statement that the expulsion is taking effect immediately and will continue for the stated period unless a hearing is requested in a timely manner and the Hearing Officer determines otherwise;
- [f] the date of the notice; and
- [g] a statement that, if a hearing is not requested within ten (10) working days after receipt of the notice, the District's decision to expel the student will be final, and the parent's right to oppose the District's decision will be waived.

12.3 Hearing Procedures

If a hearing is requested in response to the Notice of Expulsion, the following procedures shall apply:

12.3.1 After receipt of the request, the District shall schedule a hearing as soon as possible but not later than ten (10) working days following receipt of the request.

12.3.2 A written Hearing Notice shall be sent to the custodial parent informing the custodial parent of:

- [a] the name of the Hearing Officer;
- [b] the date, place, and time of the hearing;
- [c] the circumstances, evidence, and issues to be discussed at the hearing;
- [d] the right of all parties to cross-examine witnesses subject to the Hearing Officer's determination that this right should be limited to protect student witnesses from retaliation, including ostracism or reprisal;
- [e] the right of all parties to appeal to the Superintendent within ten (10) working days following the decision if the parties disagree with the Hearing Officer's decision;
- [f] the right of all parties to examine all relevant records.

12.3.3 The Hearing Officer shall conduct the hearing on the record and shall:

- [a] ensure that a written record of the Hearing is made, a copy of which shall be provided to all parties upon request, with the cost borne by the District;
- [b] consider all relevant evidence presented at the hearing; allow the right to cross-examination of witnesses, unless the Hearing Officer determines that this right should be limited to protect student witnesses from ostracism, retaliation or reprisal;
- [c] allow all parties a fair opportunity to present relevant evidence; and
- [d] issue a written decision including Findings of Fact and Conclusions.

- 12.3.4 Hearing Rules. Formal Rules of Evidence do not apply to the Hearing and no discovery is permitted. However, the following rules will apply:
- [a] parties may have access to information contained in District files to the extent permitted by law;
 - [b] hearings shall be closed to the press and the public;
 - [c] documents, testimony, or other evidence submitted by the parties after the hearing, will not be considered by the Hearing Officer;
 - [d] the Hearing Officer may excuse witnesses or parties or suspend or terminate a hearing if persons involved in the hearing are abusive, disorderly, disruptive, or if they refuse to abide by the rules and orders of the Hearing Officer.
- 12.3.5 Appeals
- [a] Within ten (10) working days following receipt of the Hearing Officer's written decision, either party may appeal the decision, in writing, to the Superintendent.
 - [b] A hearing will be scheduled, consistent with District policy. The Superintendent or his designee will act as the hearing officer for all appeals.
 - [c] Within ten (10) working days following the hearing, the Superintendent or his designee shall rule on the appeal and issue a final determination in writing.
 - [d] The Superintendent's or designee's decision is final.

12.4 Due Process for Change of Placement of Students with Disabilities

When the student is receiving special education services or accommodations on the basis of disability under IDEA, 504, or ADA, procedures outlined in the [Davis School District Special Education Policies and Procedures Manual](#) and [Utah State Board of Education Special Education Rules](#) shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

When a determination is made that the conduct of a 504 or ADA student is not a manifestation of the student's disability, the student shall be subject to the same disciplinary consequences as regular education students, up to and including expulsion from school without educational services.

NOTE: These procedures can also be found in [Parental Procedural Safeguard for Children with Disabilities and their Parents](#).

13. TRANSFER AND ALTERNATIVE PLACEMENT FOR REGULAR EDUCATION STUDENTS

Students do not have a right to placement at their neighborhood school. Therefore, any regular education student who is expelled from his/her school of attendance and transferred to another school or referred to Case Management for alternative placement because of disciplinary violations shall continue to receive educational services provided by the District and may not invoke due process procedures to challenge the District's decision, unless the student will be out of school for more than ten (10) school days as a result of the expulsion and transfer.

14. EXTRA-CURRICULAR ACTIVITIES

Participation in interscholastic athletics, cheerleading, and other extra-curricular activities is not a constitutionally protected civil right. Therefore, students who are suspended or expelled may lose the privilege of participation during the period of suspension/expulsion and may not be allowed to invoke due process procedures to challenge the denial of extracurricular participation. Additional standards of conduct and behavior for students participating in extra-curricular activities are found in the District's Policy 5S-200 *Minimum Standards of Eligibility for Extracurricular Participation*.

15. EMERGENCY SAFETY INTERVENTIONS

A school employee may not subject a student, including a student with disabilities, to physical restraint or seclusion unless utilized as a necessary emergency safety intervention (ESI) in compliance with this section.

15.1 Definitions

- 16.1.1 An **"emergency safety intervention (ESI)"** is the use of ~~seclusion~~ or physical restraint when a student presents an immediate danger ~~to~~ self or others. An "emergency safety intervention" is not for disciplinary purposes.
- 15.1.2 **"Physical escort"** means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.
- 15.1.3 **"Physical restraint"** means personal restriction ~~that~~ immobilizes or significantly reduces the ability of an individual to move his arms, legs, body, or head freely.
- 15.1.4 **"Seclusion"** means seclusionary time out that is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, including ~~placing~~ a student in a locked room; or placing a student in a room where the door is blocked by furniture or held closed by staff.

15.2 General Procedures

- 15.2.1 Teachers and other personnel who may work directly with students shall be trained, consistent with the requirements of UAC R277-608-4, on:
 - [a] evidence-based alternatives to the use of ESIs;
 - [b] the safe use of ESIs, including:
 - (i) proper physical restraint techniques;
 - (ii) seclusionary time out procedures; and
 - (iii) release criteria;
 - [c] identification and prevention of behaviors that may lead to ESI; and
 - [d] de-escalation strategies and trauma-informed practices.
- 15.2.2 School administrators, special education teachers, and teacher assistants designated by the Human Rights Committee will receive ongoing comprehensive ESI training as defined in R277-608-4(3).
- 15.2.3 ESIs shall:
 - [a] be used only when a student presents an immediate danger of serious physical harm to self or others;
 - [b] be applied only for the minimum time necessary to ensure physical safety;
 - [c] be discontinued immediately:
 - (i) when the immediate and significant threat to self or others has dissipated; or
 - (ii) if the student is in severe physical or emotional distress.
- 15.2.4 ESIs shall never be used:
 - [a] as a form of punishment or discipline;
 - [b] to threaten, coerce, or intimidate a student; or

[c] in place of appropriate less restrictive interventions.

15.2.5 In no instance should ESI be imposed for more than 30 minutes, unless school administration authorizes continued use based on [a documented reassessment of an ongoing imminent safety threat and determination that less restrictive interventions remain ineffective, consistent with applicable law and parent notification.](#)

15.2.6 Further detail on ESI procedures can be found in the [ESI Procedure Handbook.](#)

15.3 Physical Restraint

15.3.1 A school employee may, when acting within the scope of employment, use and apply physical restraint or force as an ESI as may be reasonable and necessary under the following circumstances:

- [a] in self-defense;
- [b] to protect a student or another individual from serious physical injury;
- [c] to obtain possession of a weapon, other dangerous objects in the possession or under the control of a student;
- [d] to remove from a situation a student who is violent;
- [e] to protect property from being damaged, when physical safety is at risk.

15.3.2 A school employee shall first use the less restrictive intervention available to the school employee, including a physical escort, to address circumstances described above.

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

- [a] prone, or face-down;
- [b] supine, or face-up;
- [c] physical restraint which obstructs the airway or adversely affects the student's primary mode of communication;
- [f] mechanical restraint, except for seatbelts or safety equipment used to secure students during transportation;
- [g] any device used by a law enforcement officer in carrying out law enforcement duties; or
- [h] chemical restraint, except as prescribed by a licensed physician and implemented in compliance with a student's Health Care Plan.

15.4 Seclusion

A school employee may, when acting within the scope of employment, place a student in grade one or higher in seclusion time out as an ESI under the following circumstances:

- [a] the student presents an immediate and significant threat to the student or others, and when no other safe or effective intervention is available;
- [b] any door remains unlocked consistent with the fire and public safety requirements; and
- [c] a staff member who is familiar to the student is actively supervising the student for the duration of the seclusion [and providing continuous visual and auditory monitoring.](#)

15.4.2 Any seclusion used by the District shall comply with applicable state law, USBE rules, and all applicable building, fire, and safety code requirements governing seclusion space, including required safety, monitoring, and inspection standards.

15.5 Notification

15.5.1 If an employee uses an ESI with a student, the employee shall notify school administration and the student's parent ~~as soon as reasonably possible,~~ immediately, and no later than 15 minutes after initiation of the ESI. ~~and before the student leaves the school on the same day.~~

15.5.2 If the ESI continues for longer than ~~fifteen~~ 15 minutes, the school or employee shall provide ~~immediately notify~~ immediate updated notification to the student's parent and school administration regarding the continued use of ESI.

15.6 Documentation

15.6.1 Parent notifications made under this section shall be documented in the student information system.

15.6.2 Within 24 hours of using ESI with a student, the school shall notify the parent that they may request a copy of any documentation taken during the ESI.

15.6.3 Upon parent request, the school shall provide a copy of such documentation and offer to schedule a meeting with staff and administration to review the incident.

15.16.4 Documentation of ESI shall include duration, purpose of the intervention, and de-escalation strategies attempted prior to use of ESI, consistent with state reporting requirements.

15.7 ESI Committee

The District has established and maintains an ESI Committee to monitor the use of emergency safety interventions in District schools in accordance with Utah Administrative Rule R277-609-6.

15.8 Prohibition of Corporal Punishment

A school employee may not inflict or cause the infliction of corporal punishment upon a student. School authorities shall take prompt and appropriate action, including in-service and other administrative action, upon confirming a violation.

16 PARENT NOTIFICATIONS

16.1 Parental Notification of Certain Incidents and Threats

A school administrator shall:

16.1.1 notify a parent personally if a parent's student threatens suicide; or

16.1.2 notify the parents of each student involved in an incident of bullying, cyber-bullying, hazing, or retaliation, and the action plan to address the incident

16.2 When notifying a parent of a student's threat of suicide, a school administrator shall provide the parent with suicide prevention materials and information on ways to limit the student's access to fatal means, including a firearm or medication.

[4 Simple Steps to a Medication-Safe Home](#)
[When Firearm Safety and Safe Storage is Your Goal](#)

17 REINTEGRATION PLAN

17.1 If the District receives a notification from the juvenile court or a law enforcement agency that a student was arrested for, charged with, or adjudicated in the juvenile court for committing a serious offense as defined in Utah Code Ann. §80-6-103, the school shall develop a reintegration plan for the student with a multidisciplinary team, the student, and the student's parent:-

17.1.1 within ~~five (5)~~ seven (7) school days after the day on which the school received

notification while school is in session; or

17.1.2 within seven school days after school resumes from summer break, if notification is received when school is not in session.

17.2 The school may deny admission to the student until the school completes the reintegration plan.

17.3 The reintegration plan shall address include:

17.3.1 a behavioral intervention for the student;

~~17.2.5~~ 17.3.5 17.3.2 a behavioral intervention for the student;

~~17.3~~ 17.4 17.3.3 a short-term mental health or counseling service for the student; and

17.5 17.3.4 an academic intervention; or

~~17.4~~ 17.5.5 any other interventions that the multidisciplinary team, the student, and the student's parent determine are necessary.

~~17.5~~ 17.6 If the serious offense was directed at a school employee or another student within the school, the reintegration plan shall include notification of the plan to the school employee or student and the student's parent.

~~17.6~~ 17.7 A school The District may not reintegrate a student into a school where:

~~17.6.5~~ 17.7.5 17.5.1 a school employee or student has a protective order against the student being reintegrated; or

17.8 17.5.2 a school employee or student is the victim of a sexual crime committed by an offense listed in Utah Code Ann. §76-3-203.5. Habitual violent offender, where the student being is seeking reintegration- or continued enrollment unless the victim consents.

~~17.7~~ 17.9 A reintegration plan under this section will remain in effect for an entire school year or 180 days from the plan's implementation, or as long as the multidisciplinary team deems the reintegration plan necessary.

~~17.8~~ 17.10 Notwithstanding section 17.5.1 this section, a school may elect to not integrate a student into a school if the student has committed or allegedly committed a forcible felony. If a school elects not to integrate a student, the school-district District shall provide alternative education options for the student.

~~17.9~~ 17.11 A reintegration plan is classified as a protected record under Utah Code Ann. §63G-2-305. All other student records are governed by the 20 U.S.C. §1232g Family Education Rights and Privacy Act.

~~17.10~~ 17.12 School officials shall not release personally identifiable student discipline records to other government agencies unless the:

~~17.11~~ 17.9.1 student is the agency's custody;

~~17.12~~ 17.9.2 agency produces a subpoena or court order;

~~17.13~~ 17.9.3 or student's parent or guardian has authorized disclosure.

18. TRAINING

- 18.1. All new employees shall receive information about this policy at new employee orientation. All other employees shall be provided information at least every three years regarding this policy and the District's commitment to a safe and orderly school environment.
- 18.2. Administrative employees who have specific responsibilities for investigating and resolving safe schools' violations shall receive yearly training on this policy and related legal developments. Training for administrative employees will include monitoring discipline data to ensure equitable application of this policy and identifying and eliminating discriminatory discipline practices.
- 18.3. Students will receive annual age-appropriate training on bullying and harassment intervention. This training will cover the type of conduct prohibited by this and other District policies, and the processes for notifying school staff of incidents or harassment.
- 18.4. School administrators in each school and program directors shall be responsible for informing students, parents, and staff of the terms of this policy including the procedures outlined for investigation and resolution of violations.

19. REPORTING

- 19.1. Each school shall compile an annual report of all out-of-school suspensions and expulsions and submit it to the District ~~Department of~~ Student and Family Resources [Department](#). For each suspension or expulsion, the report shall indicate the student's race, gender, disability status, and age/grade, as well as the reason for the discipline, the length of the discipline, and a statement as to whether the student was referred to the Case Management Team.
- 19.2. The Case Management Team shall compile all of the suspension/expulsion data submitted by the schools into a single report for the review of the Superintendent and the Board.
- 19.3. Each month, schools will analyze classroom, grade, and school-level discipline data to ensure students of color are not disciplined more harshly than their similarly situated white peers. Schools will prepare this data in a report for District review and will develop and implement plans to address concerns, including professional development to remedy discriminatory practices and implement positive behavioral supports, where necessary.
- 19.4. On a quarterly basis, the District will review the reports from the schools and will provide assistance to schools to implement plans to address concerns of disproportionate discipline, including professional development to remedy discriminatory practices and implement positive behavioral supports.

20. POLICY DESSEMINATION

- 20.1. A summary of this policy shall be posted in a prominent place in each District facility.
- 20.2. A summary of the policy shall also be published in student registration materials, student and employee handbooks, and other appropriate school publications.

- 20.3. School employees; students who are at least eight years old; and parents/guardians of students enrolled in the District are required to sign a statement annually indicating that the individual signing the statement has received a copy of this policy.

DEFINITIONS

“Action plan” means a process to address an incident of bullying, cyberbullying, hazing, or retaliation.

“Abusive conduct” means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.

“Alcohol” has the same meaning as in Utah Code Ann. §32B-1-102;

“Bullying” means student bullying and staff bullying.

“Cyberbullying” means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual regardless of whether the individual directed, consented, to, or acquiesced in the conduct.

“Change of Placement for Students with Disabilities under IDEA.” For purposes of removals of a student with a disability from the student’s current educational placement, a change in placement occurs if the removal is for more than ten (10) consecutive school days; or, the student is subjected to a series of removals that constitute a pattern because they cumulate to more than ten (10) school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

“Corporal punishment” means the intentional infliction of physical pain upon the body of a student as a disciplinary measure.

“Detection Canines” means police trained and controlled dogs used to investigate the possible presence of controlled substances or explosive materials such as weapons, ammunition, or bombs.

“Drug or controlled substance” has the same meaning as in Utah Code Ann. §58-37-101.

“Drug paraphernalia” has the same meaning as in Utah Code Ann. §76-18-301.

“Electronic cigarette product” means **“electronic cigarette”** ~~as that term is defined~~ has the same meaning as in [Utah Code Ann. §76-9-1101](#).

“Expulsion” means removal from the school with no educational services provided.

“Firearm, Explosive, and Noxious or Flammable Material” include but are not limited to: guns, starter pistols, cap guns, bombs, bullets and ammunition, fireworks, gasoline or other flammable liquids, mace, pepper spray, matches, and lighters.

“Forcible felony” ~~means the same as that term is defined~~ has the same meaning as in Utah Code Ann. §76-2-402.

“Gang” means any ongoing organization, association or group of three or more persons, whether formal or informal, having as one its primary activities the commission of criminal acts, which has a unique name or identifiable signs, symbols, or marks, and whose members individually or collectively engage in criminal or violent behavior to persons or property, or who create an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of a school.

“Hazing” means a school employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that: [a] endangers the physical health or safety of a school employee or student; [b] involves any brutality of a physical nature such as whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements; [c] involves consumption of any food, alcoholic product, drug, or other substance, or [d] involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and [e] is committed for the purpose of initiation or admission into, affiliation with, holding office in, or as a condition for membership or acceptance, or continued membership or acceptance, in any school or school sponsored team, organization, program, or event; or [f] is directed toward a school employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for, membership with a school, or school sponsored team, organization, program, or event to which the person committing the act belongs to or participates in. Conduct that meets the definition of hazing constitutes hazing whether the targeted school employee or student directed, consented to, or acquiesced in the conduct.

“Imitation controlled substance” has the same meaning as in Utah Code Ann. §76-18-401

“Law enforcement authorities” means officers working under the direct supervision and in the employment of police or law enforcement, as opposed to under the supervision of a public education agency. Law enforcement authorities have received police officer training and are acting in that capacity.

“Privately-owned electronic device” means a device that is used for audio, video, text communication, or other type of computer or computer-like instrument that is not owned or issued by the District to a student or employee.

“Reasonable suspicion” means a particularized and objective basis, supported by objective and articulable facts leading the searcher to believe that there is a moderate chance of finding evidence of wrongdoing.

Reasonableness considers the totality of the circumstances including such factors as the scope and manner of the intrusion, the justification for the search, the nature of the infraction, the place where the search is conducted, the student's age, history and school record, the prevalence and seriousness of the problem in the school, the exigency requiring the search without delay, the reliability of the information used as a justification for the search, and the school official's prior experience with the student. The search shall be reasonable both in inception of the search and the scope of the search.

“Retaliate or Retaliation” means an act or communication intended as retribution against a person for reporting bullying or hazing, or to improperly influence the investigation of, or the response to a report of bullying or hazing.

“School employee” means an individual working in the individual's official capacity as; a school teacher, a school staff member, a school administrator, or an individual who is employed, directly or indirectly, by a school, an LEA governing board, a school district, or an individual who works on a school campus.

“Staff bullying” means [a] a school employee with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another school employee, or engaging in a single egregious act toward another employee involving an imbalance of power that: (i) creates an environment that a reasonable person would find hostile, threatening, or humiliating; and (ii) substantially interferes with a student's or employee's educational or professional performance, opportunities, or benefits. [b] **“staff bullying” does not mean** instances of ordinary teasing, horseplay, argument, or peer conflict, reasonable correction of behavior by a school employee, or reasonable coaching strategies and techniques by a school employee who is a coach.

“Student bullying” means [a] one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that: (i) creates an environment that a reasonable person would find hostile; and (ii) interferes with a student's educational performance, opportunities, or benefits. [b] **“student bullying” does not mean** instances of ordinary teasing, horseplay, argument, peer conflict, reasonable correction of behavior by a school employee, or reasonable coaching strategies and techniques by a school employee who is a coach.

“Supportive practice” means an approach to behavior and discipline that provides students and adults with an intentional, inclusive, and respectful way of thinking about, talking about, and responding to behavioral issues. When integrated in a school community, supportive practices help to promote positive relationships, build and repair those relationships, prioritize student agency, and de-emphasize punitive discipline in favor of communication to resolve conflict. “Supportive measures” are an example of Supportive Practices intended to support the person harmed by the conduct but can also be used to educate the person engaging in the harm.

“Status offense” means an offense that would not be a violation but for the age of the offender. Status offense does not mean an offense that by statute is a misdemeanor or felony.

“Suspension” means a temporary (10 consecutive school days or less) interruption of District services and activities. A student who is suspended may, at the school administrator's discretion, have access to homework, tests, and other schoolwork through a home study program, but will not be allowed to attend classes or participate in any school or District activities during the period of suspension.

“Trauma-informed practice” means a strengths-based service delivery approach grounded in an understanding of and responsiveness to the impact of trauma, emphasizing physical, psychological, and emotional safety for both offenders and victims, and creating opportunities for victims to rebuild a sense of control and empowerment.

“Weapon” shall include firearms (as defined above), as well as any substance or object which, when combined with the conduct or intent of its possession or with the circumstances in which it is being used, attempted to be used or threatened to be used, is capable of or does in fact, harm, intimidate, threaten, or harass a person or those persons in the vicinity of its possessor.

REFERENCES

Gun Free School Act; 20 U.S.C. §7961

Family Educational and Privacy Rights Act; 20 U.S.C. §1232g (h)(1) -(2), 34 C.F.R. §99.36

Education of Individuals with Disabilities Education Act (IDEA), Title 20, Chapter 33

Rehabilitation Act of 1973, 29 U.S.C. §705 (20) (C) (iv)

Americans with Disabilities Act (ADA), 42 U.S.C. §12132.

[Utah Code Ann. §53E-3-509](#) – Gang prevention and intervention policies.

[Utah Code Ann. Title 53G, Chapter 8, Part 2](#) – School Discipline and Conduct Plans.

[Utah Code Ann. §53G-8-301](#) – Emergency safety interventions -Appropriate uses -- Penalties

[Utah Code Ann. Title 53G, Chapter 8, Part 4](#) – Juvenile Court and Law Enforcement Notification to Public Schools.

[Utah Code Ann. Title 53G, Chapter 9, Part 6](#) – Bullying and Hazing.

[Utah Code Ann. §76-3-203.5](#) – Habitual violent offender.

[Utah Code Ann. §76-5-107.1](#) – Threats against schools.

[Utah Code Ann. §80-1-103](#) – Cooperation of political subdivisions and public or private agencies and organizations.

[Utah Code Ann. §80-6-201](#) – Minor taken into temporary custody by peace officer, private citizen, or probation officer – Grounds –Protective custody.

[Utah Administrative Code R277-608](#) – Emergency Safety Interventions and Prohibition of Corporal Punishment.

[Utah Administrative Code R277-609](#) – Standards for LEA Discipline Plans.

[Utah Administrative Code R277-613](#) –Policies and Training Regarding Bullying, Cyber-bullying, Hazing, Retaliation, and Abusive Conduct.

[Utah Administrative Code R277-615](#) – Standards and Procedures for Student Searches.

[Utah Administrative Code R277-736](#) – Juvenile Court or Law Enforcement Notice and Information Dissemination.

[USBE - LRBI Technical Assistance Manual](#)

[ESI Procedure Handbook](#)

FORMS

[Davis School District Acceptable Use Agreements \(in Forms\)](#)

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

RELATED POLICY

[5S-102 Sexual Harassment under the Jurisdiction of Title IX Protections](#)

[5S-105 Student Electronic Devices](#)

DOCUMENT HISTORY:

Adopted: December 5, 1995 - Adoption of this policy repeals policy 5S-401 "Safe Schools Policy."

Revised: August 1, 2000 - Comply with the new IDEA regulations and eliminate repetitive language and the term exclusion.

Revised: October 16, 2001 - Legislative changes concerning weapons; Case Management Team review of expulsion issues; Allows appropriate student use of cell phones in schools; Notice to noncustodial parent of suspension.

Revised: August 25, 2004 - Technical change to reflect change in law made in 2004 Legislative Session revised Section 17.1 Notification by Juvenile Court and Law Enforcement Agencies.

Revised: August 16, 2006 - Added section on bullying prevention as required by State Administrative Rule.

Revised: February 20, 2007 - Changed cellular phone to electronic communication device.

Revised: March 28, 2007 - Changes in Due Process section for Change of Placement of Students with Disabilities in accordance with changes in federal regulations.

Revised: April 30, 2008 - Non substantive change - added section on off-campus conduct.

Revised: September 1, 2009 - Reorganized policy to combine all policies that outline expected behavioral conduct and related discipline. Changed name and number of policy from, 5S-401 Safe and Orderly School Policy to 5S-100 Student Conduct and Discipline. Bully policy formerly in both 5S-401 Safe and Orderly Schools and 5S-400 School Attendance and Discipline. Hazing policy formerly 11IR-106 Hazing. Dress Code formerly 11IR-108 will maintain School Uniform Policy (5S-103), Electronic Device Policy formerly 11IR-111 Possession and Use of Personal Electronic Devices by Students in Schools. School Attendance and Discipline put discipline into this policy, Attendance in policy now called 5S-101 Attendance and Truancy Intervention Policy.

Revised: December 1, 2009 - Made minor modifications with adopted of new Rule R277-613. Modified the definitions of bullying and hazing and added a definition for cyber-bullying.

Revised: November 17, 2010 (by consent) - Made minor modification to gang prevention and intervention policy (SB59). Included relevant provisions of a separate "Drug Detecting Canine" policy 5S-105 and repealed policy 5S-105.

Revised: December 6, 2011 (by consent) - Non-substantive changes to comply with legislation.

Revised: July 10, 2012 - Minor revisions to searches of person or property consistent with changes in rule.

Revised: September 17, 2013 - Minor revisions consistent with changes in law and rule.

Revised: October 19, 2015 - Updated consistent with changes in State law related to parental notification and maintenance of student records involving student suicide threat and involvement in bullying. Updated consistent with changes in State rule related to standards of emergency safety interventions. Reorganized to more closely mirror the chronological order in which actions would naturally occur in the school setting. Non-substantive technical changes made.

Revised: August 2, 2016 - Non-substantive changes made to comply with current practice.

Revised: February 7, 2017 (by consent) - Minor revisions consistent with changes in Rule R277-609 regarding emergency safety interventions.

Revised: August 1, 2017 - Updated to comply with changes in state law and administrative rule. HB92 Physical Restraint; HB239 Juvenile Justice, and portions of SB161, which removed the term harassment from policy and revised definitions of bullying and cyber-bullying.

Revised: September 5, 2017 - Updated dress standards.

Revised: May 1, 2018 - Updated to comply with changes in state law and administrative rule (2017 SB161 and HB62). Added language on abusive conduct and a grievance process for a school employee who has experienced abusive conduct. Updated language on policy dissemination requirements.

Revised: September 4, 2018 - Updated to comply with changes in state law (2018 HB132). Non-referral to court for a class C misdemeanor only if the offense is committed on school property where the student is enrolled during school hours or at a school-sponsored activity. Updated definitions.

Revised: July 16, 2019 - Updated to comply with changes in State Board Rule R277-495 Electronic Devices in Public Schools.

Revised: August 4, 2020 - Added reference to investigation of alleged conduct that falls under the jurisdiction of the new Title IX regulations and District policy 5S-102.

Revised: October 6, 2020 - Updated to comply with 2020 legislative changes and administrative rules. HB34, HB58, HB171, HB384, R277-609 and R277-613. Removed language on sending certified mail notice of suspension for longer than 10 school days.

Revised: August 5, 2025 - Updated to comply with changes in State Law. SB 223 amends the definition of bullying. SB 249 addresses school integration plan for a student who commits a forcible felony. SB170 amends the standard for the use of physical restraint and allowed incidents of seclusion in schools. Removed Electric Devices from this policy to its own policy.

Revised August 4, 2026 : Updated to comply with changes in State Law HB188, which mandates referral to court when a minor allegedly commits a third drug-possession offense; SB167, which modifies reintegration plan requirements for students who have committed serious offenses, SB181, which establishes minimum safety standards and parent notification requirements for seclusion rooms, and updated language governing action plans and appeals consistent with the USBE Model Bullying Policy.



Human Sexuality Materials Review Committee 2026-2027

R277-474. School Instruction and Human Sexuality

Curriculum materials review committee means a committee formed at the district or school level, as determined by the local board of education or local charter board, that includes parents, health professionals, school health educators, and administrators, with at least as many parents as school employees. The membership of the committee shall be appointed and reviewed annually by the local board, shall meet on a regular basis as determined by the membership, and shall select its own officers.

Davis School District representation

Dr. Timothy Best standing appointment Committee Chair 801-402-7850 tbest@dsdmail.net	Jen Nielsen standing appointment DSD Nursing Supervisor 801-402-5960 jennielsen@dsdmail.net	Elizabeth Katoa 2025-2027 Health II Teacher 801-402-8800 Layton High ekatoa@dsdmail.net	Rachelle Hansen 2025-2027 Health I Teacher 801-402-7700 Shoreline Jr. High rahansen@dsdmail.net
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Administrative Appointment

North	Central	South
Terra Cooper 2025-2027 Administrative Referral terracooper@gmail.com	Jennifer Thomson 2025-2027 Administrative Referral icecreamlover48@yahoo.com	Wendy Hickenlooper 2025-2027 Administrative Referral wendysearle@gmail.com

Lottery Appointment

North	Central	South
Brecklyn Ferrin 2026-2028 Lottery Selection brecklyn.ferrin@gmail.com	Tenille Cundick 2026-2028 Lottery Selection tenillecundick@gmail.com	Bethany Bertoch 2026-2028 Lottery Selection bethanybertoch@gmail.com



STRATEGIC PLAN

DESIGNS



CLUSTER 1



COLORWAYS



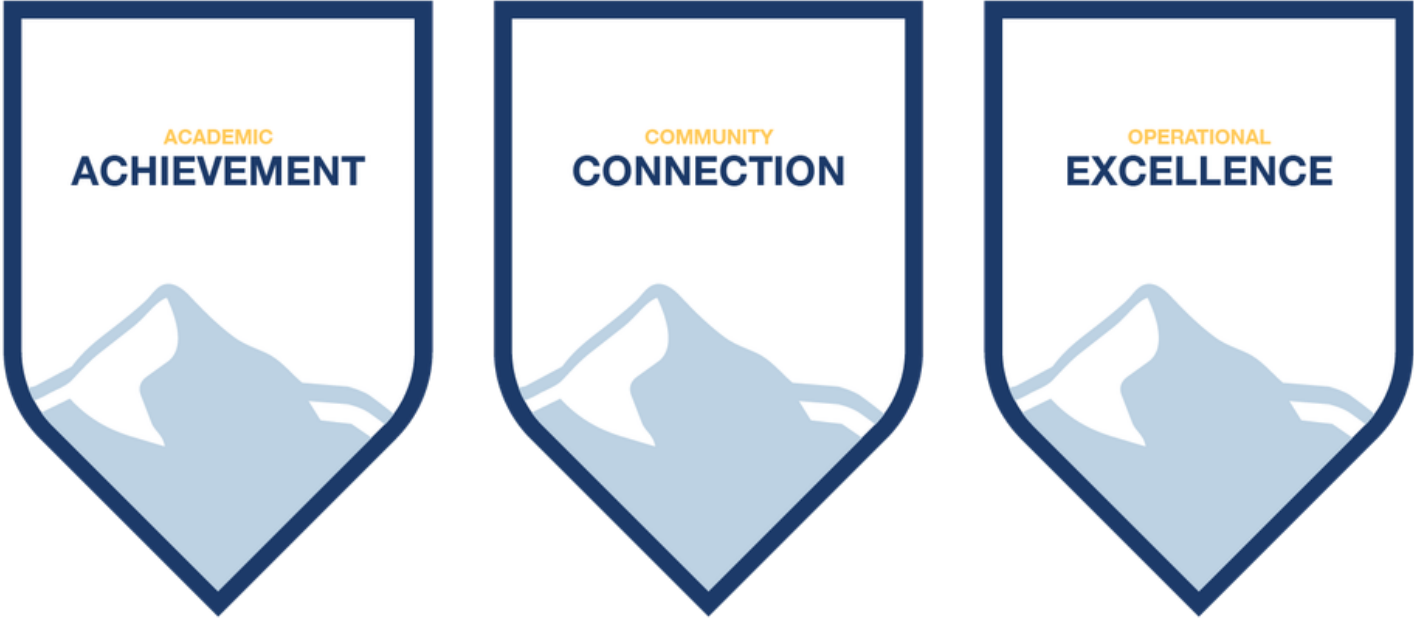
CLUSTER 2



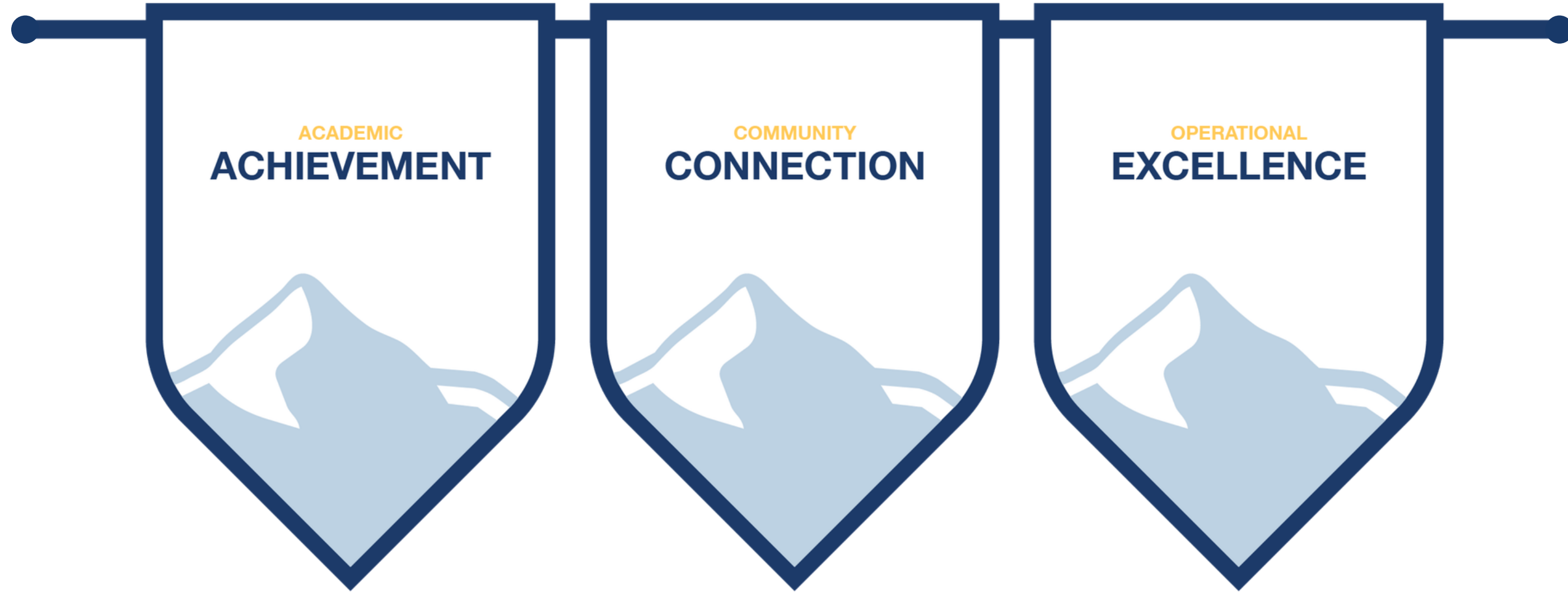
COLORWAYS



CLUSTER 3



COLORWAYS





MEMORANDUM

TO: Board of Education
Tim Leffel, Business Administrator
Weston Weekes, Administrator of Facilities Management

FROM: Bryan Turner, Director of Architectural Services

DATE: 04 August 2026

SUBJECT: Davis High School Greenhouse Rebuild

Bids were received 28 July 2026, for the Davis High School Greenhouse Rebuild project. Bid results are as follows:

Monarch Greenhouse Solutions	\$ 158,091.30
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We recommend the Board of Education approve the bid of:

Monarch Greenhouse Solutions for \$ 158,091.30

Monarch Greenhouse Solutions is a Utah based company with offices in Kearns.