# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visions and Mission</td>
<td>3</td>
</tr>
<tr>
<td>Timpview High School</td>
<td>3</td>
</tr>
<tr>
<td>Administration</td>
<td>3</td>
</tr>
<tr>
<td>Counseling Department</td>
<td>3</td>
</tr>
<tr>
<td>Student Gov. Officers</td>
<td>4</td>
</tr>
<tr>
<td>Timpview Spirit</td>
<td>5</td>
</tr>
<tr>
<td>Map</td>
<td>6</td>
</tr>
<tr>
<td>Odd/Even Calendar</td>
<td>7</td>
</tr>
<tr>
<td>Bell Schedule</td>
<td>8</td>
</tr>
<tr>
<td>Student Activities Calendar</td>
<td>9</td>
</tr>
<tr>
<td>Assemblies</td>
<td>10</td>
</tr>
<tr>
<td>Clubs</td>
<td>10</td>
</tr>
<tr>
<td>Dances</td>
<td>10</td>
</tr>
<tr>
<td>Eligibility for Athletics</td>
<td>10</td>
</tr>
<tr>
<td>Eligibility for Stud. Gov.</td>
<td>11</td>
</tr>
<tr>
<td>Elevator</td>
<td>11</td>
</tr>
<tr>
<td>Food in the School</td>
<td>11</td>
</tr>
<tr>
<td>Insurance</td>
<td>11</td>
</tr>
<tr>
<td>Lockers</td>
<td>11</td>
</tr>
<tr>
<td>Lost and Found</td>
<td>11</td>
</tr>
<tr>
<td>Parking Regulations</td>
<td>11-12</td>
</tr>
<tr>
<td>Posters/Flyers</td>
<td>12</td>
</tr>
<tr>
<td>Publications</td>
<td>12</td>
</tr>
<tr>
<td>Sick Room</td>
<td>12</td>
</tr>
<tr>
<td>Sakes and Skateboard</td>
<td>12</td>
</tr>
<tr>
<td>Transportation to Activities</td>
<td>12</td>
</tr>
<tr>
<td>Americans with Disabilities</td>
<td>13</td>
</tr>
<tr>
<td>Privacy Rights</td>
<td>13</td>
</tr>
<tr>
<td>Address/Phone Changes</td>
<td>13</td>
</tr>
<tr>
<td>Bldg. Access After School</td>
<td>13</td>
</tr>
<tr>
<td>Visitors</td>
<td>13</td>
</tr>
<tr>
<td>Grades</td>
<td>13-14</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>14</td>
</tr>
<tr>
<td>Eligibility for Graduation</td>
<td>14</td>
</tr>
<tr>
<td>Valedictorian</td>
<td>15</td>
</tr>
<tr>
<td>Sterling Scholars</td>
<td>15</td>
</tr>
<tr>
<td>Latin Honor System</td>
<td>15</td>
</tr>
<tr>
<td>Academic Letters</td>
<td>15-18</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>19</td>
</tr>
<tr>
<td>International Students</td>
<td>19</td>
</tr>
<tr>
<td>Credit Waivers</td>
<td>19</td>
</tr>
<tr>
<td>Grade Replacement</td>
<td>19</td>
</tr>
<tr>
<td>Schedule Changes</td>
<td>19</td>
</tr>
<tr>
<td>Credit Make-up</td>
<td>19</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>20</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>20-27</td>
</tr>
<tr>
<td>Emancipated Students</td>
<td>28</td>
</tr>
<tr>
<td>Computer/Internet Access</td>
<td>28</td>
</tr>
<tr>
<td>Dress and Grooming</td>
<td>28</td>
</tr>
<tr>
<td>Electronic Devices</td>
<td>29</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>29</td>
</tr>
<tr>
<td>Student Discipline</td>
<td>29-44</td>
</tr>
<tr>
<td>Student Self-Referral</td>
<td>44</td>
</tr>
<tr>
<td>Records of Policy Violations</td>
<td>44</td>
</tr>
<tr>
<td>Title IX</td>
<td>44-46</td>
</tr>
</tbody>
</table>
VISION AND MISSION

The mission of Timpview High School is to prepare students to be COLLEGE, CAREER, and LIFE ready. We believe that we will accomplish that mission by embracing a vision of GROWTH, INCLUSION, and EXCELLENCE.

TIMPVIEW HIGH SCHOOL

Timpview High School was opened in 1978 as the second comprehensive high school in Provo City School District. Today, it is the home to approximately 2200 students and 150 staff members, including administrators, teachers, para-educators, secretaries, custodians, and cafeteria workers. Due to our relative size we are classified as a 4A high school, the second largest classification in the state of Utah.

Since opening in 1978, Timpview has had a strong tradition of excellence in academics, athletics, and the arts. Our academic excellence was recognized in 2014 when the Washington Post named Timpview one of America’s most challenging schools and in 2018 when U.S. News and World Report awarded Timpview one of America’s Best High Schools. In addition our athletic teams have won the third most state championships in the state, and our performing arts groups receive superior ratings year in and year out.

As a comprehensive high school, we offer a wide range of courses and programs to meet the interests and needs of our students, such as 20 Advanced Placement (AP) courses and Concurrent Enrollment and Distance Learning courses through Utah Valley University. In addition, our 18 different Career Pathway programs prepare students for post-high school education and professions.

ADMINISTRATION

Dr. Fidel Montero……………………………………………………………………………………….... Principal
Suzanne Parker (A through G) …………………………………………………………………………. Assistant Principal
Sean Edwards (H through N) ……………………………………………………………………….. Assistant Principal
Momi Tua (O through Z) …………………………………………………………………………… Assistant Principal
Tom Fell ………………………………………………………………………………………………….. Dean of Students

COUNSELING DEPARTMENT

Alai Kalaniuivalu .......................................................... A through Ce
Brooklyn Cook ............................................................... Ch through F
Monique Hadley ........................................................... G through J
Lori Rich ................................................................. K through M
Rachelle Carter .......................................................... N through Sh
Nate Warner ............................................................ Si through Z
Jan Jardine ............................................................... Work-based Learning Coordinator
STUDENT GOVERNMENT OFFICERS

SBO President: John Doxey  
SBO VP: Ben Tuivai  
SBO Secretary: Sean Young  
SBO Social VP: Natalie Ogletree

Men's President: Mason Banks  
Women's President: Ellie Jacob

Senior President: Jackson Bertasso  
Senior Vice President:  
Senior Secretary: Berkeley Runia

Junior President: Grace DeGraff  
Junior Vice President: Sarah Burt  
Junior Secretary: Paige Kawa

Sophomore President: Jack Tanner  
Sophomore Vice President: Owen Boxx  
Sophomore Secretary: Ezra Kleven

Freshmen President: TBA  
Freshmen VP: Lucy TBA  
Freshmen Secretary: TBA

Boys Edgemont Senate: Zachary Smith  
Girls Edgemont Senate: Taraz Stice  
Edgemont Justice: Whitney Sheffield

Boys Canyon Senate: Matthew Conger  
Girls Canyon Senate: Savannah Clarke  
Canyon Justice: Francesca Thompson

Boys Campus Senate: Aaron Shumway  
Girls Campus Senate: Nehal Bakshi  
Campus Justice: Audrey Wells

Boys South Senate: Zack Francom  
Girls South Senate: Grace Hatfield  
South Justice: Laudy Kaouk

Chief Justice: Arden Covey  
Public Relations: Mercedee Halladay  
Graphic Artist: Aubrey Ellis, Hannah Bingham, Tavinder Cook  
Video Coordinators: Emma Sagers, Paige Hansen  
Social Media/Tech Rep: Jade Viveiros, Lais Oliveira  
Culture & Inclusive Reps: Pisi Ho Ching, Siler Weaver, Annabelle Bailey  
Peoples of the Pacific Rep:  
Latinos in Action Rep: Alondra Hernandez  
Cheer Rep: Hannah Gouff
TIMPVIEW SPIRIT

THS Colors

Orange & White

School Spirit Song: Fight On, You Thunderbirds

Fight on, you Thunderbirds, wherever you may be.
Fight on, you Thunderbirds, fight on to victory.
Battle to win the glory, honor your name.
Courage will tell the story, bringing you fame.
Fight on, you Thunderbirds, who wear the orange and white.
Higher and higher we'll fly!
Now and forever, let us fight with all our might.
Fight on, Timpview High!

School Mascot

The Thunderbird

The Thunderbird is a legendary creature in the history and culture of the North American indigenous people. It’s considered a supernatural bird of power and strength. It is described as a large bird, capable of creating storms and thundering while it flies. Clouds are pulled together by its wing beats. The sound of thunder is made by its wings clapping (thus its name), and lightning flashes from its eyes when it blinks. It is considered to be intelligent, powerful, and wrathful.
# Timpview High School
## 2019-2020 Odd Even Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
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<tbody>
<tr>
<td>Aug.</td>
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<tr>
<td>Sept.</td>
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<tr>
<td>Oct.</td>
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<tr>
<td>Nov.</td>
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<tr>
<td>Dec.</td>
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<tr>
<td>Jan.</td>
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<tr>
<td>Feb.</td>
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<tr>
<td>Mar.</td>
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<tr>
<td>Apr.</td>
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<tr>
<td>May</td>
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**Dates to Remember**
- First Day of School: Aug. 15
- * - Term 1 Ends: Oct. 16 (22 Odd / 22 Even)
- * - Term 2 Ends: Dec. 20 (20 Odd / 20 Even)
- * - Term 3 Ends: Mar. 13 (22 Odd / 22 Even)
- * - Term 4 Ends: May 22 (22 Odd / 22 Even)
- 8 - All 8 Period Schedule
- FO - Freshman Orientation (Optional for Incoming Freshmen)
- T - ACT Test: Mar. 3 (Juniors Only) & ACT ASPIRE Test: Apr. 14
- PD - Professional Development: Oct. 22, Jan. 21, Feb. 18 (No Students)
- CC - Comp. Days: Nov. 27 and Apr. 6 (No Students)
- ^ - Parent Teacher Conferences: Sept. 19 and Feb. 13
- Last Day of School: May 22
- ^ - No School for Students
# 2018-19 Bell Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday - Friday</th>
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<tr>
<td>Per 1/2</td>
<td>Per 1/2</td>
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<tr>
<td>7:30 - 8:49</td>
<td>7:30 - 8:47</td>
<td>7:30 - 8:59</td>
</tr>
<tr>
<td>Per 3/4</td>
<td>Per 3/4</td>
<td>Per 3/4</td>
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<tr>
<td>8:54 - 10:13</td>
<td>8:52 - 10:09</td>
<td>9:04 - 10:33</td>
</tr>
<tr>
<td>Per 5/6</td>
<td>Advisory</td>
<td>Per 5/6</td>
</tr>
<tr>
<td>Lunch</td>
<td>Per 5/6</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:37 - 12:16</td>
<td>11:01 - 12:18</td>
<td>12:07 - 12:46</td>
</tr>
<tr>
<td>Per 7/8</td>
<td>Lunch</td>
<td>Per 7/8</td>
</tr>
<tr>
<td>Consultation</td>
<td>Per 7/8</td>
<td></td>
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<tr>
<td>PLC</td>
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<tr>
<td>2:15 - 3:30</td>
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- 79-minute classes
- 5-minute passing
- 39-minute lunch
- 40-minute consultation
- 75-minute PLC time

- 77-minute classes
- 5-minute passing
- 42-minute advisory
- 40-minute lunch

- 89-minute classes
- 5-minute passing
- 39-minute lunch
STUDENT ACTIVITIES CALENDAR

This is not a comprehensive list. Visit the school website for the most current and additional calendar items. www.timpview.provo.edu. Please Note: Events are subject to change.

Administration Activities
• Freshman Orientation: Aug 13
• P/T Conferences: Sept 19, Feb 13
• Incoming Fresh. Orientation: Mar 12
• Pre-Registration Night: Feb 13
• Senior Honors Night: May 16
• Graduation: May 20
• PSAT: Sep 19
• ACT (11th only): Feb 25
• Aspire + (9th and 10th): Apr 14

Assemblies
• Welcome Back: Aug 30
• Homecoming: Sep 27
• Veterans Day: Nov 11
• Culture: Feb 14
• Stars: Mar 27
• Spirit Bowl:

Athletics
Please, refer to the THS website at Timpview.provo.edu

Dances
• Homecoming: Sep 28
• Sadie’s: Nov 16
• Ugly Sweater Stag: Dec 6
• Sweethearts: Feb 1
• MORP: Mar 28
• Prom: May 9

Performing Arts
• Choir Concerts: Sep 18, Mar 4, May 16
• Band Concerts: Oct 4 & Feb 25
• The Drowsy Chaperone: Nov 7 -11
• Romeo & Juliet: Feb 6 – 10
• One Act Play: Mar 6 – 7
• Peter and the Star Catcher: Apr 30 – May 4

Events & Weeks
• Club Week: Sep 2-6
• Homecoming Week: Sep 23-27
• College Application Wk.: Oct 24 – 31
• Sub-for-Santa: Dec 2 - 19
• Culture Week: Feb 10 – 14
• Election Week: Mar 30 – Apr 3
• Senior Week: May 11 – 15
CAMPUS LIFE

ASSEMBLIES
Assemblies are an integral part of a comprehensive high school. Student leadership groups and the administration makes every effort to provide a variety of informative and entertaining assemblies. Since most assemblies are scheduled during class time, attendance is mandatory. Students are encouraged to show proper respect and enthusiasm at assemblies. Disruptive behavior will result in removal from the program. As per school regulations, food and drink are not allowed in the assembly areas (e.g. Thunderdome and Auditorium). An assembly performer should have passing grades, regular attendance, and model citizenship.

CLUBS
Clubs are organized according to the district’s club policy (No. 3540). New clubs are chartered during the month of September with applications due in October. Enrollment in clubs will occur during club week(s). Check with the Main Office about club applications. Prospective clubs require:

- A faculty advisor to approve and supervise all club meetings and activities
- A service project to be completed within the school year
- A club constitution.

DANCES
Generally, school dances will begin at 8:00pm and conclude at 11:00pm. All students are expected to adhere to the district’s dress and grooming policy (No. 3324) and the safe schools policy (No. 3310). Students are not allowed to wear masks when attending “theme” or “costume” dances. Dancing that may endanger others is not allowed. DJ’s will be asked to stop the music if students’ actions could cause injuries.

ELIGIBILITY FOR PARTICIPATION ATHLETICS
To be eligible to participate in the athletics sponsored by THS and/or the Utah High School Activities Association (UHSAA), each student must meet the following school and UHSAA requirements. Any violation of the below rules may result in the participant becoming ineligible.

1. ACADEMIC: No student shall be eligible to represent his/her school if he/she is academically failing more than one (1) subject from the previous grading period. In addition, no student shall be eligible to represent his/her school if he/she has not maintained a 2.0 GPA for the previous grading period. Both conditions must be met in order for a student to be eligible.
2. RESIDENCE: In order for a student to participate, he/she must meet one (1) of the following residency requirements:
   a. Live with parents within the THS attendance boundaries
   b. Establish a one-year (1) residency
   c. Follow the UHSAA transfer policy
3. CITIZENSHIP: THS and the Utah High School Activities expect participants will represent the school and their activity in a manner that demonstrates good citizenship and character. In order to maintain eligibility in this area, the participant must:
   a. Have good attendance as defined by the school’s attendance policy
   b. Adhere to the district’s safe school’s policy (No. 3310)
   c. Obey the laws of the community
   d. Attend school the day they participate in an activity
4. COACHES REQUIREMENTS: In addition to the above requirements, coaches may make additional citizenship requirements. It is the responsibility of the participants to make themselves aware of these additional requirements.
5. INSURANCE REQUIREMENTS: It is highly recommended that students participating in any athletic activity have accident and medical insurance. Low cost insurance is available through PCSD. Forms are available in the main office.
ELIGIBILITY FOR STUDENT GOVERNMENT CANDIDACY
The following eligibility requirements have been established for students interested in running for a student government office:

1. Apply for the office by properly filling out and turning in the application by the announced deadline.
2. Attend the mandatory meeting to receive campaign instructions and declare the office for which he/she is running.
3. Meet the 3.0 GPA requirements that are clearly outlined in the student constitution.
4. Obtain confidential evaluations on your citizenship, attendance and attitudes by your teacher(s).

Students with poor citizenship/attendance problems will be declared ineligible to run for office. Students whose behavior results in major discipline and/or school suspension for violating the safe schools policy (e.g., using drugs, alcohol, tobacco, or who break the laws of our community) will not be eligible to run for or hold office.

Freshman elections will be held in the Fall of their Freshman year.

ELEVATOR
The elevator is available only to those students who have an injury or handicap that prevents them from using the stairs. Students who require the use of an elevator may obtain a key from the Main Office. Misuse of the elevator may result in disciplinary action.

FOOD IN THE SCHOOL
Food/drink is not allowed in the Auditorium area. Meals should be eaten in the lunchroom or commons area. All lunch trays should be kept in the Cafeteria. Students should use the trash cans placed throughout the school to keep floors and tables clean. Teachers may establish their own policies for the consumption of food/drink in their classrooms.

INSURANCE
Students should not participate in extracurricular nor athletic activities without adequate insurance offered through the school or a personal insurance plan. Proper insurance is the responsibility of the student and his/her guardians. An insurance policy will be available for purchase in the main office. If injured, the student’s family must assume responsibility for making his/her own insurance claim.

LOCKERS
Lockers are located 5 areas of the school: lower academic, upper academic, main hall, athletic wing, and auditorium wing. To request a locker, go to the main office and complete the locker request form. The following rules apply to locker use:

1. It is expected students will retain the locker assigned to them for the duration of the school year unless a change is necessary.
2. Students are responsible for keeping their combinations confidential. They should not share lockers with other students.
3. Lockers are school property. Students rent lockers as a convenience, courtesy, and security. They will be held responsible for the proper use and care of lockers.
4. Money or items of value should not be left in lockers.
5. Food should not be stored in lockers overnight.
6. Locker security checks may be conducted periodically.
7. Violation of policies will result in forfeiture of locker privileges.
8. Problems involving lockers are to be reported to the Main Office.

LOST AND FOUND
The lost and found bin is located in the main office. Any unclaimed property will be donated to charity after three (3) months.

PARKING REGULATIONS
Students are permitted to drive cars to school if they do not abuse this privilege. Standard parking regulations
are expected to be followed (e.g., no parking in reserved teacher parking, visitor parking, construction zones, blocking fire hydrant, red zones, etc.). Citations and fines (including booting a car) may be issued to individuals who violate parking regulations. Students must comply with the following school regulations:

- Licensed student drivers may apply for parking decals at the office. Students must show current license and proof of insurance. 
- The issuance of a parking decal does not guarantee an available parking space. 
- Cars should be locked at all times to avoid theft. The school will not be responsible for thefts or accidents. All thefts and accidents should be reported immediately to the police or Main Office. 
- Loitering in the parking lot is not allowed. 
- Students should park in the North Parking Lot, South of the tennis courts, or on the street (except where designated as teacher or staff parking). The West parking lot is designated for teachers and staff only. Students may be issued a citation/fine for parking in faculty/staff spaces. 
- Vehicles may also be booted or towed at owner’s expense for serious or repeat violations. A student’s parking permit may also be revoked. 
- Motorbikes and cars should use parking spaces and are not permitted on the sidewalks Handicapped parking is strictly enforced by Provo Police. 
- Students’ motor vehicles are not to be used for teacher errands or other errands during school hours.

POSTERS/FLYERS
An administrator or advisor must approve all posters hanging on the walls of the school. Generally, posters advertising non-school functions will be disapproved. Posters must be posted on designated bulletin boards throughout the school. Flyers on vehicles create litter on our campus and are strictly prohibited.

PUBLICATIONS
The content of all school sponsored publications should reflect standards that do not maliciously harm any individual, group, or organization and reflect the values of our community.

YEARBOOK: Students enrolled in the yearbook class under the direction of the yearbook advisor/teacher produces the yearbook, which chronicles the year’s activities. Students should pre-order yearbooks through the financial office. Yearbooks are ordered on a limited basis according to initial sales, so students should not expect extra books to be available at distribution time.

ONLINE NEWSPAPER: Students enrolled in the journalism class under the direction of the journalism advisor/teacher produce the school’s online newspaper which is accessible to everyone through Timpview’s website.

SICK ROOM
If a student should become ill during the school day, they should report to the Main Office where they will receive assistance in contacting parents/guardians to be checked out of school. If the student is unable to leave school, the student may use the sick room located in the Main Office. When the school nurse is available, he/she will work with student illness related issues.

SKATES AND SKATEBOARDS
No skates, roller blades, skateboards, scooters, or similar equipment are allowed inside the school. If used, the item will be confiscated and returned to a parent/guardian.

TRANSPORTATION TO ACTIVITIES
Student participants in school sponsored sporting events and activities must use the transportation provided by the school. Failure to do so will result in ineligibility to participate in that school sport/activity. Student spectators will have to pay their own transportation costs to games/activities and are encouraged to use buses arranged through the THS Administration when they are available. THS Administration prohibits students traveling to sports/activities in vehicles operated by other students.
AMERICANS WITH DISABILITIES ACT
In compliance with the Americans With Disabilities Act (ADA), individuals needing special accommodations during/for any school-related function/event at THS should notify the administration by contacting the Main Office at (801) 221-9720, 3570 North Timpview Drive, Provo, UT 84604 at least three (3) working days prior to the function/event.

PRIVACY RIGHTS
The Family Educational Rights and Privacy Act (FERPA) affords parents and students certain privacy rights with respect to the student’s education records. A complete disclosure is available in the Main Office.

ADDRESS/PHONE CHANGES
THS policy requires that we have a current street address and phone number available in PowerSchool for students. In emergencies, contacting parent/guardian is essential. Families should update personal contact information annually. If you move during the school year, please, notify the main office or counseling office so we can update your contact information for you.

BUILDING ACCESS AFTER SCHOOL
Students should leave school in a timely manner at the end of each school day unless they are involved in a school-related activity and under teacher or adult advisor supervision. Students who are found unsupervised in the building after the late bus leaves may be cited for loitering, which is a violation of the Safe Schools Policy.

VISITORS
All visitors (e.g., parent/guardian, presenters, etc.) must check-in at the main office. The main office will issue a visitor badge, which must be visible. If a visitor is caught without a visitor badge, they will be directed to the main office or escorted from the school.

Students from other schools are not allowed on THS campus at any time unless they are with a faculty member or adult supervisor. Unsupervised students from other schools may be cited for trespassing. THS students should also be aware that they should not be on the campus of other schools unless they are there in an official capacity with one of our administrators, teachers, coaches, and/or advisors. Should they do so, they also may be cited for trespassing.

GRADES
Grades are posted to transcripts at the end of each term/quarter. Each letter grade is given a point value based on a 4.0 scale. The following grade scale is used at THS.

\[
\begin{align*}
A &= 4.0 \\
A- &= 3.7 \\
B+ &= 3.3 \\
B &= 3.0 \\
A- &= 2.7 \\
C+ &= 2.3 \\
C &= 2.0 \\
B- &= 1.7 \\
D+ &= 1.3 \\
D &= 1.0 \\
D- &= 0.7
\end{align*}
\]

A students Grade-Point-Average (GPA) is the average of the grade point value for each course completed by the students. This value is calculated by dividing the sum of all grade point values by the sum of the total credits attempted.
Grades are officially reported four (4) times each year. Parents/Guardians, however, may access their student’s grade and monitor their progress at any time by simply logging into PowerSchool. Parents/Guardians are encouraged to check their student’s grades weekly. Teachers are asked to update their grade book throughout the grading period on a regular basis. If parents/guardians have any questions about a student’s grade or progress, they are encouraged to e-mail the teacher directly and the student’s counselor.

GRADUATION

GRADUATION REQUIREMENTS
Students must complete a minimum of 24.0 credits of high school courses to receive a high school diploma. These credits must fulfill requirements in specific academic areas and include some elective coursework. A comprehensive list of high school graduation requirements is provided below.

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<thead>
<tr>
<th>Requirements</th>
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<tr>
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<tr>
<td>Math</td>
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<tr>
<td>Biological Science</td>
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<tr>
<td>Physical Science</td>
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<tr>
<td>Additional Science</td>
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<tr>
<td>Geography</td>
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<td>World Civilizations</td>
<td>.5</td>
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<tr>
<td>US History</td>
<td>1.0</td>
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<td>US Government</td>
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<tr>
<td>Additional Social Studies</td>
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<td>Financial Literacy</td>
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<td>Heath</td>
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<td>Digital Studies</td>
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<td>PE – Fitness for Life</td>
<td>.5</td>
</tr>
<tr>
<td>PE – Skills</td>
<td>.5</td>
</tr>
<tr>
<td>PE – Electives</td>
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</tr>
<tr>
<td>Fine Art</td>
<td>1.5</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>1.0</td>
</tr>
<tr>
<td>Electives</td>
<td>5.5</td>
</tr>
<tr>
<td>Total</td>
<td>24.0</td>
</tr>
</tbody>
</table>

ELIGIBILITY FOR GRADUATION
1. Graduation: Every student must earn a minimum of 24 credits, including the required courses noted above, in order to receive diploma and participate in graduation ceremonies. **No exceptions to this policy will be made.**
2. School counselors will work with students who wish to earn high school graduation requirements through sources outside of THS.
3. Students who do not earn the required credits before the spring deadline will lose the opportunity to participate in the spring graduation ceremonies. However, these students may continue to recover credit and/or earn credit to participate in the fall graduation ceremonies.
4. Applications for early graduation must be approved by a counselor and administrator prior to the end of the student’s Junior year. These students must still meet all graduation requirements. Credit waivers are not granted for early-graduate candidates.
ACADEMIC ACHIEVEMENT

VALEDICTORIAN/SALUTATORIAN
Each year THS honors its top scholars by recognizing a class valedictorian and salutatorian. The selection is made based on cumulative GPA, ACT or SAT score, and the number of AP credits completed after the third term of the Senior year. The following formula is used:

1. Cumulative GPA x 250 = _________
2. ACT composite score x 27.778 = _________, or combined SAT score ÷ 1.6 = _________
3. Number of AP credits completed x 10 = _________
4. Total score of 1, 2, and 3 (Score should not exceed 2100 if formula is worked correctly).
5. The Valedictorian and Salutatorian must be in good standing with the school and must have met all requirements to earn a THS diploma. Valedictorian and Salutatorian will be determined after 3rd term of the Senior year. The Administration reserves the right to eliminate candidates based on poor attendance and/or violations of school, district policies.

STERLING SCHOLARS
The Deseret News Sterling Scholar program recognizes senior students for excellence in scholarship, leadership, and citizenship in each department. Each department has a process in place for selecting students to be honored. Specific information and application may be obtained from the department chairperson.

LATIN HONOR SYSTEM
The Latin Honor System recognizes student achievement for college admission. Under the system, students must have a both a 3.2 cumulative grade point-average (calculated at the end of the seventh semester) and a minimum Laude Score of 19 based on courses completed. Once students meet these requirements, they can earn one of the following distinctions: Cum Laude (with honor/distinction) 19 – 40 points; Magna Cum Laude (with great honor/distinction) 41 – 63 points; or Summa Cum Laude (with highest honor/distinction) 64 or greater points.

TIMPVIEW ACADEMIC LETTER
Academic letters allow students the opportunity to earn recognition for achieving excellence in specified categories. To earn an academic letter, students must meet the requirements listed below:

ART
1. Maintain a 3.7 GPA in Art classes
2. Exhibit artwork in 2 or more shows during time at THS
3. Be helpful to other art students.
4. Be a member of the Art Club
5. Serve the school/community with art (posters, program covers, exhibits, dance decorations, teaching children, school spirit, etc.)
6. Exhibit self-motivation, good citizenship, and willingness to learn

BALLROOM
1. At least a 3.5 GPA in all dance classes
2. An overall GPA of 2.7 or higher
3. Be a member of THS’s Ballroom team for one (1) full school year
4. Compete in at least two (2) individual competitions during the school year
5. Perform with the team in concert
6. Choreograph and perform a routine either for individual competition or concert
7. No unexcused absences for all ballroom practices and classes

BUSINESS & MARKETING
1. Earn Sterling Scholar nomination in Business & Marketing OR
2. Take at least four (4) semesters of Business & Marketing classes (e.g., Accounting, Business Management,
2. Maintain a 3.7 GPA in the category classes
3. Compete in FBLA or DECA Region or State competition 2 years

**COMPUTER TECHNOLOGY**
1. Earn Sterling Scholar nomination in Computer Technology OR
2. Take at least four (4) semesters of Computer Technology classes (e.g., Computer Programming, Robotics, Game Design, Web Design, Video Production, Digital Media)
3. Maintain a 3.7 GPA in the category classes
4. Compete in FBLA, DECA, Robotics, Multimedia, or Film competition 2 years

**DANCE**
1. Maintain an A in dance classes
2. Complete at least 3 semesters of dance at THS
3. Exhibit talent in 3 or more concerts/shows during a given year
4. Be a member of the performing THS Dance Company or the THS Dance Crew for at least one (1) full year
5. Be helpful to other dance students
6. Render dance talent in serving the school or community
7. Exhibit self-motivation, good citizenship, upstanding behavior, and a willingness to learn

**DEBATE**
1. Compete on the Speech and Debate Team for 3 full years.
2. Maintain at least a 3.5 class GPA.
3. Compete at 12 tournaments.
4. Earn at least the Degree of Distinction from the National Forensic League.

**ESOL**
1. Maintain a B (3.0) overall grade point average.
2. Maintain a B+ (3.4) average in all ESOL classes and/or a C+ (2.4) average in mainstream English classes. (Students need not be enrolled in any ESOL classes to qualify for this letter.)
3. Demonstrate increases in all areas (oral, reading, writing) of English proficiency on annual testing.
4. Participate in an extra-curricular club or activity at THS that requires the use of English (signature of advisor/coach required). OR, document the use of English outside of the school (letter from employer, etc.)

**ENGLISH**
Earn a 3.7 GPA in English classes and any two (2) of the following:
1. Publish writing (include copy of published writing and name of publication with application).
2. Attend summer workshops (indicate name and length of workshop).
4. Participate in an internship or work experience related to language arts (include name of company, skills used, and date of experience).
5. Complete an additional class (one (1) beyond the eight (8) semesters required) in an English related subject with a 3.7 GPA.
6. Earn Sterling Scholar nomination (finalist or alternate).

**FAMILY & CONSUMER**
1. Take 3 classes in Family & Consumer Sciences.
2. Earn an A (4.0) in each class.
3. Be a member of Future Career and Community Leaders of America, (the state and national organization) during the junior and senior year.
4. Sterling Scholar or runner-up automatically qualifies.
MATHEMATICS
Earn four (4) years of credit in progressive math and/or statistic courses; maintain a 3.7 GPA in those four (4) courses (excluding Calculus Lab course and grade) and one (1) of the following:
1. Earn Sterling Scholar nomination (finalist or alternate)
2. Take AP Calculus or AP Statistics with a Math Letter Application signature from student’s AP teacher
3. Place in the top 5 in grade level at THS on the State Math Exam
4. Score above 100 on the National Math Exam

MEDICAL
1. Pass Biology or Human Biology with a B or better.
2. Pass Physiology with a B or better.
3. Pass Medical Principles and Practices, Sports Medicine, Medical Assisting, Sports Medicine, Dental Assisting, Nursing Assisting, Pharmacy Technician or EMT with a B or better
4. 40 Hours of a medical internship
5. CPR certification (must be current)

MUSIC
Complete one (1) of the following:
1. Receive three (3) superior ratings at a Large Ensemble Region festival
2. Receive two (2) superior ratings at a Large Ensemble State festival
3. Receive (2) superior ratings at a Region Solo/Ensemble festival
4. Receive one (1) superior rating at a State Solo/Ensemble festival
5. Receive one (1) superior rating at a Region Madrigal or Jazz festival
6. Sterling Scholar, All-State participant, Concerto/Aria Soloist, or other special recognition

SCIENCE
Science Academic Letters will be awarded to students who have completed 8 semesters of science, EACH with a 3.7 or better. The student must complete the following classes:
1. Two (2) semesters of an entry level biological science which includes Biology or Human Biology.
2. Two (2) semesters of entry level physical science which includes Chemistry, Honors Chemistry, Principles of Physics, or Physics.
3. Four (4) semesters of advanced science, which includes: Physiology, AP Biology, Honors Chemistry, AP Chemistry, or AP Physics. Note: A third advanced level class can substitute for an entry-level class as long as the requirement for two (2) semesters of both biological and physical science are met.
4. Note: Earth science does not count toward the requirements for a science academic letter.

SERVICE LEARNING
100 Hours of community service to be completed during high school.
1. Fifty (50) service hours must occur during Senior year. The additional fifty (50) hours may accumulate from the junior, sophomore and freshman school years.
2. Sixty percent (60 hours) of service hours must be community based and donated as an individual.
3. Forty percent (40 hours) of service hours may be a part of a group (school, religious, etc.)
4. Service hours must be community based – not school based (For example: Athletic teams selling tickets/items to support team expenses are not service. HOSA meeting to make quilts to donate to the hospital is service.)
5. Service hours cannot be part of attendance or school credit makeup.
6. Service hours cannot be part of attendance or school credit makeup.
7. Service hours cannot be counted if completed during school hours or if a student is receiving school credit for the project. (For example: medical internships at the hospital are not service hours. Service as a candy stripper counts.)
8. Each service experience must accompany a signed Volunteer Sponsor Verification form.
9. Service hours cannot be counted if receiving personal recognition or awards for service. Letters of
support from the organizations that have had service provided documenting the numbers of hours donated

SOCIAL STUDIES
1. Sterling Scholar finalist or alternate or
2. Take AP U.S. History, AP American Government, AP World History, AP Psychology, or AP European History with a 4 or 5 on the exam or
3. Take AP U.S. History, Geography, U.S. Government, World Civilizations and 1 semester of social studies elective classes with a 3.9 GPA accumulative average

STUDENT LEADERSHIP
Must meet 3 of the 4 following requirements:
1. Actively involved in student council or be a club president and donate at least 40 hours of extracurricular service in the year application is made.
2. Demonstrate good attitude and working relationship with sponsoring teacher.
3. Attend leadership or in-service classes.
4. Make special contributions to student government or the school, i.e. new projects, special activities, service projects, etc.

TECHNOLOGY EDUCATION (CTE)
1. Earn Sterling Scholar (or alternate) nomination
2. Take at least 3 classes in the following areas - auto, drafting electronics, metals, or woods or do the following:
3. Take at least 3 classes above the entry level course in more than 1 technology area
4. Maintain a 3.7 GPA (A-) average in technology education classes
5. Be a member of VICA (Vocational Industrial Clubs of America) during Senior year

THEATER
1. Maintain good attendance and an A in theatre class(es) for at least two (2) full years.
2. Participation (as an actor or technician) in at least 2 THS Theatre main-stage productions.
3. Actors: Receive (3) superior ratings at Region Drama Competition. Technicians: Qualify for the National Thespian Competition in a Technical Theatre area.
5. Be helpful to other Theatre students.
6. Exhibit self-motivation, good citizenship, upstanding behavior, and a willingness and commitment to learn.

WORLD LANGUAGE
1. Study the same language for at least 3 years
2. Maintain at least a B+ (3.5) average in the composite language classes
3. Document using the language outside of class on three occasions. Possible opportunities to the use language outside of class include but are not limited to the following:
   • Participate in two (2) service experiences with language club or with the combined language clubs
   • Carry out a service project that requires use or knowledge of target language or culture
   • Document use of the target language outside of the classroom
   • Participate in a language competition or major test outside of the school. (BYU language fair/essay contests, AP exam, university bypass exam, etc.)
   • Earn Sterling Scholar (or alternate) nomination.
ACADEMIC CREDIT

TRANSFER CREDIT
Students transferring to THS will not receive credit if transfer occurs after ten (10) school days in any given grading period unless academic work in a corresponding course can be documented, and it verifies that the student is passing the class. Previous earned credit may be counted towards a diploma according to the following:

1. An official transcript must be provided to issue credit and a grade for any course completed at an accredited institution prior to registering at THS.

2. Students that transfer from other accredited institutions may be granted core or required credit for courses that are similar in content and expectation as existing THS courses. Courses that are not aligned to existing THS courses may be counted as elective credit only. Transfer students may be required to provide course descriptions from previous school(s). THS reserves the right to issue a Pass/Fail grade instead of letter grade for transferred credit.

3. Students that transfer from non-accredited institutions shall demonstrate proficiency before credit may be awarded. THS reserves the right to issue credit on a Pass/Fail grade.

4. English for Speakers of Other Languages (ESOL) credit may not be used to fulfill English Language Arts requirements.

INTERNATIONAL STUDENTS
International students that transfer to THS on a F-1 or J-1 Visa may earn credit for courses that are completed at THS. Credits may be granted for previous course work on a case-by-case basis given that the earned credit meets the expectations for Transfer Credit (see previous).

CREDIT WAIVERS
In accordance with a student’s CCR and with a counselor’s recommendation and parent approval, a student may replace up to a half credit (0.5) of either the Career and Technical Education (CTE) or Fine Arts graduation requirement with an additional half credit (0.5) earned in either Fine Arts or CTE.

GRADE REPLACEMENT
Students may repeat courses to address learning gaps or deficiencies and to assure a proficient level of readiness for future learning.

If a higher grade is earned during the repeat of all or part of course, then the original grade and course are removed from the student’s transcript. If the same grade or a lower grade is earned, the original grade will remain, and the repeated course will not be added to the transcript.

Students may enroll in comparable courses that fulfill the same graduation credit requirements as a course for which the student seeks to improve the grade. If a higher grade is earned in the comparable course (or a semester of a year-long course), then the original grade and course are removed from the student’s transcript. If the same grade or a lower grade is earned, the original grade will remain and the repeated course will not be added to the transcript.

Online Credit Recovery Courses or Paper may not be used for the purpose of grade improvement or replacement.

SCHEDULE CHANGES AFTER TERM BEGINS
Dropping a class after ten (10) school days in any given grading period will result in a failing grade (F) for the term/quarter. This grade will appear on the student’s transcript and will be computed in the overall GPA.

CREDIT MAKE-UP
There are multiple options for making up failed credit. Please, see your counselor for details.
ACADEMIC INTEGRITY

THS expects all students to adhere to the highest standards of academic honesty and integrity as outlined in district policy (No. 4485 P1) as copied below.

“Plagiarism” comes from the Greek root word “kidnapping” and is the theft of someone else’s ideas, words, or other without clearly acknowledging the creator and using that material as one’s own. Plagiarism includes an exact copying or rewording of another’s work, paraphrasing, partial quotation or summarization of another’s work without properly acknowledging the creator of the original work. Plagiarism includes copying any of the following without limitation: tests, homework, research, speeches, presentations, programs, class assignments, lab reports, graphs, charts, essays, compositions and term papers.

Plagiarism is a form of intellectual and academic dis-integrity that can be done intentionally or unintentionally. Intentional plagiarism is the deliberate presentation of another’s work or ideas as one’s own. Unintentional plagiarism is the inadvertent presentation of another’s work or ideas without proper acknowledgement because of poor or inadequate practices.

Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.

Examples include but are not limited to:
- Downloading information from the Internet or other source and submitting it as one’s own work, and/or
- Submitting as one’s own work that which is copied or translated from another source.

Provo City School District defines “Cheating” as the deliberate or attempted use of unauthorized materials, information, technology, study-aids as well as giving or receiving improper assistance. The student is responsible for consulting the teacher regarding whether group work is permissible on assignments, projects, tests, or other academic exercises.

Representing or attempting to represent oneself as another person, or attempting to have oneself represented by another academic endeavor, constitutes cheating. Forging of signatures and/or falsifying or altering grade related documents, programs or information, is considered cheating.

If students violate academic integrity guidelines, the teacher will: (1) notify the student and parent/guardian; (2) submit a log entry; (3) assign a reasonable intervention.

ATTENDANCE

DEFINITIONS

State law requires that all students attend school daily. The Compulsory Attendance Law is defined by Utah Code 53A-11 and provides the following definitions for non-attendance:

1. “Valid Excuse” (Excused Absence) means an absence resulting from:
   a. “An illness;
   b. A family death;
   c. An approved school activity;
   d. An absence permitted by a school-age minor’s:
      i. Individualized education program, developed pursuant to the Individuals with Disabilities Education Improvement Act of 2004, as amended; or
      ii. Accommodation plan, developed pursuant to Section 504 of the Rehabilitation Act of 1973, as amended; or
   e. Any other excuse established as valid by a...school district."
2. “Truant” is an absence without a valid excuse or an unexcused absence.
3. “ Habitual Truant” is a student who is 12 years of age or older, who fails to cooperate with efforts on the
part of designated school authorities to resolve the student’s attendance problem[s], and/or has been absent without a “valid excuse” for ten (10) or more times during the school year.

ATTENDANCE PHILOSOPHY
The mission of Timpview High School (THS) is to empower each student to become college, career, and life ready by embracing growth, inclusion, and excellence. This occurs when classroom teachers have engaged students seeking opportunities to learn. If students do not arrive on time and attend all of their classes, it is difficult to learn the content presented by the teacher. Re-teaching lessons and preparing makeup materials for students who are tardy and/or unexcused absent uses valuable teaching time and deprives all students of learning opportunities.

The goals of the Attendance Policy at THS are to: 1) Ensure the safety of students by knowing their whereabouts and holding them accountable for their attendance; 2) Provide students with engaging classroom learning experiences in every class; 3) Celebrate students who are consistently in class and taking advantage of learning opportunities; and 4) Provide appropriate tiered interventions for students (and parents/guardians) who need additional support in school attendance.

We realize some students have unique and atypical situations that impact attendance outcomes and will work with those students on an individualized basis.

ABSENCES
Utah State Law (Utah Code Section 53A-11-101) requires parents/guardians to ensure regular attendance at school by school-age minors for whom they are responsible. In order to prepare students for their future, we expect students to be present in every class, every day. However, parents/guardians may occasionally need to excuse students due to illness and emergencies. Students have ten (10) consecutive school days to excuse/clear-up or recover/make-up unexcused absences. Please see the following information on how to excuse/clear-up and recover/make-up unexcused absences. Excused absences show with a (P) code in PowerSchool attendance records. Parents/Guardians are encouraged to excuse their student’s unexcused absence(s) when appropriate and to do so in a timely manner (within ten (10) consecutive school days of the unexcused absence). Absences that are unexcused (A) are considered and treated as a truancy.

EXCUSING ABSENCES
Parents/Guardians may excuse absences by sending a note or calling the attendance office at (801) 221 – 9720 during school hours. An excused absence clears a student only from unexcused absences; however, it does not remove the absence from the attendance records. All unexcused absences should be excused within ten (10) school days. When excusing an absence(s) with a note or on the phone, parents/guardians should include: a) Date of absence(s); b) Specific class period(s) missed; c) Phone number where a parent/guardian can be reached; d) Who is excusing the student.

When writing a note please include the date it is written and a parent/guardian signature. Fraudulent excusing of absences whether through phone, e-mail, note, etc. may result in student suspension, loss of privileges for all involved, or further disciplinary action. Students are responsible to recover/make-up any assignments and/or assessments (tests) missed during their absence. Students have the responsibility to arrange for completion of missed assignments and/or assessments with their teachers.

PRIOR ABSENCE APPROVAL
If the student is planning to have an extended absence, a prior approval form must be filled out by the student and signed by the parent/guardian before the extended absences. The earlier a prior absence approval form is filled out, signed, and submitted, the better teachers can plan for the student’s absence. Forms may be picked up at the Attendance Office. The student accepts the responsibility for getting materials/notes, for completing assignments, and making arrangements for any testing prior to or upon return of absence as required by each teacher. Parents/Guardians and students should realize that any extended absence may adversely affect grades due to missed assignments/assessments, participation points, etc. If denied, the
If a student misses more than ten (10) consecutive days of school without prior approval or parent/guardian excusal, it is possible that the student fail any current classes and be dropped from school records, including PowerSchool.

**STUDENT CHECK-IN/CHECK-OUT**
All students must check into the Attendance Office if they arrive ten (10) minutes or more after the tardy bell rings. If a student shows up to class ten (10) minutes or more after the tardy bell, the teacher may send the student back to the attendance office to check-in. Regardless, arriving late to class constitutes a tardy, which cannot be excused. Anytime a student leaves campus during class time, the student must check-out through the Attendance Office.

**TARDIES**
Punctuality is an important life skill and tardiness is extremely disruptive and disrespectful to teachers and peers. A student is considered tardy if he or she is not in the classroom when the tardy bell stops ringing. Only teachers, counselors, or administrators may excuse a student’s tardy. Students who come to class after ten (10) minutes are marked exceptionally late (which counts as a tardy) and should have a slip from the Attendance Office. In an extenuating circumstance (e.g., car accident) a parent/guardian may appeal a tardy to be excused by an administrator. Students are allowed sixteen (16) tardies per term before receiving higher tiered support (e.g., Tier 2 – At-Risk). If a student is tardy over thirty (30) minutes after the tardy bell stops ringing, the student is marked as unexcused absent. Students have ten (10) consecutive school days to excuse/clear-up or recover/make-up tardies.

**ATTENDANCE APPEAL PROCESS**
Appeals are reserved for rare and/or uncontrollable attendance problems and extenuating circumstances (e.g., medically verified illness, etc.). Appeal forms may be picked up at the Attendance Office. Appeals are taken to an assistant principal based upon the student’s last name. If denied, the student is advised in person and/or parent/guardian is notified.

**CONTEXT**
The THS attendance policy is founded on federal and state laws, policies, and principles. Our country’s Every Student Succeeds Act (2015) and the Utah State Board of Education define chronic absenteeism as missing school 10% or more. In a school year, this would mean a student is identified as chronically absent if he/she misses 18 full days of school or more, 72 periods or more, or a combination of the two. As we define what this means for THS by term and in order to support all students in preparation for their future, THS has adopted a tiered attendance policy.

**TIERED ATTENDANCE SUPPORT**
The tiered approach to supporting positive attendance outcomes will help students receive the support needed to make attendance growth. Absences due to school-sponsored activities (e.g., field trips, extracurricular events, etc.) do count toward the absence limit. Please note: All numbers outlined in the grid below reflect periods missed, not days missed.
### Absences – Unexcused and Truant

<table>
<thead>
<tr>
<th>Threshold</th>
<th>Tier 1 – Satisfactory</th>
<th>Tier 2 – At-Risk</th>
<th>Tier 3 – Chronic</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>0 – 9 per term</td>
<td>10 – 17 per term</td>
<td>18 or more per term</td>
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<tr>
<td><strong>Support and Intervention</strong></td>
<td>-Advisory attendance checks</td>
<td>In addition to Tier 1 supports:</td>
<td>In addition to Tier 1 and 2 supports and interventions:</td>
</tr>
<tr>
<td></td>
<td>-Advisory attendance conversations with teacher (as needed)</td>
<td>-Attendance school</td>
<td>-Check-in/Check-out</td>
</tr>
<tr>
<td></td>
<td>-Attendance rewards (Tier 1 only)</td>
<td>-Parent contact</td>
<td>-Parent-Teen Mediation program</td>
</tr>
<tr>
<td></td>
<td>-Automated attendance phone calls home</td>
<td>-Rewards for improvement</td>
<td>-Provo Attendance Court</td>
</tr>
<tr>
<td></td>
<td>-Notice/Banner on PowerSchool</td>
<td>-Select extracurricular eligibility withheld</td>
<td>-Referral to social worker</td>
</tr>
</tbody>
</table>

In addition to Tier 1 supports:
-Attendance school
-Parent contact
-Rewards for improvement
-Select extracurricular eligibility withheld

In addition to Tier 1 and 2 supports and interventions:
-Check-in/Check-out
-Parent-Teen Mediation program
-Provo Attendance Court
-Referral to social worker
-Schedule changes
-Strengthening Families program
-Student contract
-Youth Court

### Tardies

<table>
<thead>
<tr>
<th>Threshold</th>
<th>Tier 1 – Satisfactory</th>
<th>Tier 2 – At-Risk</th>
<th>Tier 3 – Chronic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 – 15 per term</td>
<td>16 – 30 per term</td>
<td>31 or more per term</td>
</tr>
<tr>
<td><strong>Support and Intervention</strong></td>
<td>-Advisory attendance checks</td>
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Teachers, attendance office personnel, trackers, counselors, and administrators seek to work with parents/guardians and students who have habitual truancy issues in order to rectify the situation in a timely manner.

**NOTICE - POWERSCHOOL**

PowerSchool provides an attendance banner/notice to facilitate easy tracking of student absences. To access this information, students and parents/guardians must log into PowerSchool (https://grades.provo.edu). The attendance banner/notice can be found on the Quick Lookup report. Below the student’s name, attendance outcomes are reported for tardies, unexcused absences, parent excused absences, and truancies. If the text is green, the student is in good attendance standing. If the text is red, the student is in poor attendance standing and is at the point where the student is immediately required to attend attendance school to recover/make-up missed time. Students will not receive a physical, written notification about their attendance outcomes. This function may not be compatible using the PowerSchool mobile application. Please use a web browser to access this information.
ATTENDANCE SCHOOL AND INTERVENTIONS

Once students are in the Tier 2 – At-Risk level (please see section above) students are assigned to participate in attendance school. The location of attendance school is generally held in M-10 located in the commons. Students are expected to arrive to attendance school at the start of the attendance school session regardless of how much attendance recovery time a student must recover/make-up. Students should plan to stay for the duration of attendance school.

Each Unexcused Absence must be cleared-up (e.g., parent excuse, doctor excuse, etc.) within ten (10) consecutive school days. If the student does not have a valid excuse for an unexcused absence and it will not be cleared-up otherwise, the student must recover/make-up missed unexcused absence time by attending attendance school before school (Monday through Friday, 6:30am – 7:25am) or after school (Tuesday, Wednesday, or Thursday; 2:30pm – 4:00pm) within that same ten (10) day time frame. In sum, the student is expected to clear-up or make-up unexcused absences within ten (10) consecutive school days of the offense. A session of attendance school before school clears one (1) unexcused absence while attendance at an after school (or Saturday) session clears two (2) unexcused absences. Students are expected to be on time for each session and must stay for the whole session. There is a late bus available to bring students home on Tuesdays, Wednesdays, and Thursdays at 4:00pm. Unexcused absences may also be made up on select Saturdays. There are two (2) ninety (90) minute attendance school sessions offered on select Saturdays. These sessions begin at 8:00am and 9:30am and are held at THS in M-10 located in the commons (unless otherwise noted). Students can clear two (2) unexcused absences per Saturday School session. Saturday School session dates can be found on the school website, posted outside the general attendance school room, or can be identified through contacting the main or attendance office.

Each Tardy must be cleared-up (e.g., corrected by a teacher/administrator, etc.) within ten (10) consecutive school days. If the student does not have a valid excuse for a tardy and it will not be cleared-up, the student must recover/make-up missed tardy time by attending attendance school before school (Monday through Friday, 6:30am – 7:25am) or after school (Tuesday, Wednesday, or Thursday; 2:30pm – 4:00pm) within that same ten (10) day time frame for each tardy above fifteen (15). In sum, the student is expected to clear-up or make-up tardies above fifteen (15) within ten (10) consecutive school days of the offense. Attending a session before school clears two (2) tardies, while attendance at an after school (or Saturday) session clears four (4) tardies. There is a late bus available to bring students home on Tuesdays, Wednesdays, and Thursdays at 4:00pm. Tardies may also be made up on select Saturdays. There are two (2) ninety (90) minute attendance school sessions offered on select Saturdays. These sessions begin at 8:00am and 9:30am and are held at THS in M-10 located in the commons (unless otherwise noted). Saturday School session dates can be found on the school website, posted outside the general Attendance School room, or can be identified through contacting the main or attendance office. In addition, students may choose to make-up their tardies during lunch. Lunch attendance school is held Monday through Friday during lunch. Students may make-up one to two (1-2) tardies during lunch. This will be determined by the attendance school employee and based on how quickly the student arrives to attendance school. Please see the THS website to access the bell schedule to identify lunch times.

<table>
<thead>
<tr>
<th>Attendance School Recovery</th>
<th>Attendance School Option</th>
<th>Number of Unexcused Absences and Truancies</th>
<th>Number of Tardies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>0</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>After School</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Saturday School – One Session</td>
<td>2</td>
<td>4 – One Session</td>
<td></td>
</tr>
<tr>
<td>Saturday School – Two Sessions</td>
<td>4</td>
<td>8 – Two Sessions</td>
<td></td>
</tr>
</tbody>
</table>

Please Note: The mission/vision of THS is to empower every student to become college, career, and life ready by embracing growth, inclusion, excellence. A core and foundational principle to achieving high levels of success is academic dedication. Academic success is much more likely to occur if students attend class and are engaged in the learning that occurs during the school day. Extracurricular activities and events enrich the
lives of our students that choose to participate, and as such, are a privilege to students that regularly demonstrate excellence in attendance expectations. If a student has any required attendance time to recover/make-up because of fifteen (15) or more tardies and/or ten (10) or more unexcused absence(s) (that do not get excused/cleared-up or recovered/made-up after ten (10) consecutive school days) within a term (Tier 2 – At-Risk), the student forfeits the opportunity to participate in THS extracurricular activities, which may include athletics, select clubs, dances, non-class related performances, and similar. The student that is required to excuse/clear-up and/or recover/make-up attendance time may also not be allowed to attend school-related events, including, but not limited to, athletic games, dances including Prom, and the graduation ceremony.

Attendance data is collected and distributed at the beginning of the week to school personnel to inform what tiered support students will be assigned to (going back ten (10) consecutive school days). If students throughout the week recover/make-up attendance through attendance school, the change in each student’s tier will be evidenced by the notice/banner on their PowerSchool Quick Lookup report. It is each student’s responsibility to show their advisors, coaches, etc. the change in attendance outcomes if extracurricular eligibility is a concern.

Please see the attendance school schedule below for days and times attendance school is offered. The “days offered” are selected and based on adult supervision and building availability.

<table>
<thead>
<tr>
<th>Attendance School Option</th>
<th>Days Offered</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before School</td>
<td>Monday through Friday</td>
<td>6:30am – 7:25am</td>
</tr>
<tr>
<td>Lunch</td>
<td>Monday through Friday</td>
<td>During Lunch</td>
</tr>
<tr>
<td>After School</td>
<td>Tuesday, Wednesday, and Thursday</td>
<td>2:30pm – 4:00pm</td>
</tr>
</tbody>
</table>
| Saturday School          | Select Saturdays (dates posted on school website) | Two (2) Sessions:  
|                          |                                   | 1) 8:00am – 9:30am  
|                          |                                   | 2) 9:30am – 11:00am |

If a student refuses interventions as they are assigned, school administration reserves the right to implement progressive disciplinary action for insubordination. These actions can include revocation of extracurricular privileges, suspension, referral to school/district programs, and/or other. If a student is assigned to in-school suspension (ISS), the time spent in ISS does not count toward the time owed for attendance.

Students that require Tier 3 - Chronic support will be worked with on an individual basis. Parents/Guardians will be notified about the various supports assigned to the student. If a student and/or parent/guardian has any questions about the Tier 3 supports they should contact the main or attendance office to have their questions answered. PCSD operates Provo Attendance Court and other student services programs. Please contact the PCSD Student Services Department (Community Learning Center) for more information.

**ADDITIONAL NOTES**

School excused absences (e.g., field trips, extracurricular activities, etc.) do not count toward the absence limit. Students are still responsible to recover/make-up all material missed and must make arrangements with their teachers.
Leaving campus without parental/guardian permission and not going through the proper check-out procedure in the attendance office for any reason is considered an unexcused absence.

Parents/Guardians must physically be present at the attendance office to check a student out. We discourage parents/guardians contacting a student directly via cell phone/text because this disrupts learning for other students.

It is the student’s responsibility to identify with other students if a student must attend attendance school prior to purchasing school-related event tickets (e.g., dance tickets, etc.) by one (1) student for another student. If a student shows up to a school-related event and needs to recover/make-up attendance time through attendance school and has not done so, the student may be turned away at the door and be required to leave the event.

The THS Attendance Policy is subject to change based on student needs and administrator’s professional discretion.

**SHARED RESPONSIBILITIES**
Below includes a list of responsibilities for students, parents/guardians, teachers, attendance office personnel including trackers, counselors, and administrators. This is not a comprehensive list. We all work together to help students achieve positive attendance outcomes.

**Student Responsibilities:**
- Understand the THS Attendance Policy
- Attend classes
- Arrive to class on time
- Request and complete make-up work for missed class time
- Arrange notification to excuse unexcused absences before ten (10) consecutive school days pass and/or attend attendance school within ten (10) consecutive days of the unexcused absence offense
- Arrange notification for prior approval for absences
- Check PowerSchool attendance outcomes regularly
- Complete Attendance School or tiered support programs within a timely manner
- Check with attendance office personnel prior to purchasing event tickets (e.g., dances) and recover/make-up any attendance in a timely manner.

**Parent/Guardian Responsibilities:**
- Understand the THS Attendance Policy
- Check PowerSchool attendance outcomes regularly
- Contact the THS Attendance Office to excuse unexcused absences before ten (10) consecutive school days pass
- Make sure notes/phone calls excusing unexcused absences include the criteria listed previously in “Excusing Absences”
- Contact an administrator about extenuating circumstances for absence appeals within a timely manner

**Teacher Responsibilities:**
- Submit daily attendance in a timely manner and keep accurate record of student attendance (e.g., If a student is tardy, remembering to change the student’s attendance from unexcused absence to tardy)
- Begin class on time and provide meaningful and engaging classroom instruction each day
- When possible, discuss attendance issues with students as they arise and inform school counselors or administrators if attendance does not improve
- Have students check attendance often and regularly in Advisory class and have conversations with individual students as necessary
● Please Note: Teachers reserve the right to withhold make-up work if student absences are not excused with a valid reason

Attendance Office Personnel and Tracker Responsibilities:
● Keep students, parents/guardians, counselors, and administrators informed of attendance issues
● Notify students and their parents/guardians of excessive absenteeism by phone message or letter/postcard
● Inform students of how much time is owed and discuss with students when to make-up their time through Attendance School
● Review and keep accurate attendance records and help resolve discrepancies
● Provide check-in/check-out slips upon receiving proper notification by any adult authorized by the student’s parent/guardian

Counselor Responsibilities:
● Counsel with student in regards to attendance concerns
● Work with administration to assign students with attendance issues to attend Tier 3 intervention support when needed
● Work closely with parents/guardians when students have significant attendance issues by phone, email, or in person

Administrator Responsibilities:
● Work collaboratively with students, parents/guardians, teachers, attendance office personnel including trackers, counselors, and related service providers (e.g., social workers, truancy specialists, etc.) to support positive attendance outcomes
● Consider attendance extenuating circumstances
● Use earnest and persistent efforts to improve student attendance using a tiered system of interventions
● Enforce and uphold the Utah State Compulsory Education Law

2017-2018 ATTENDANCE CONTACTS
Below includes contact information for individuals that are directly related to supporting positive attendance outcomes.

Assistant Principals
Suzanne Parker (A-G) – suzannepa@provo.edu
Sean Edwards (H-N) – seane@provo.edu
Momi Tu’ua (O-Z) – momit@provo.edu

Counselors
Alai Kalaniuvalu (A-Ce) – alaik@provo.edu
Brooklyn Cook (Ch-F) – brooklync@provo.edu
Monique Hadley (G-J) – moniqueh@provo.edu
Lori Rich (K-M) – lori@provo.edu
Rachelle Carter (N-Sh) – rachellec@provo.edu
Nate Warner (Si-Z) – natew@provo.edu

Attendance Office
Debi Hutchings – debih@provo.edu
Cheryl Moffat – cherylm@provo.edu

School Resources
Phone Number: (801) 221-9720
Website: https://timpview.provo.edu
EMANCIPATED STUDENTS
All students attending THS are subject to school and district policies regardless of age. An 18-year-old student is required to have the same parent permission and parent involvement as a 17-year-old. An 18-year-old student who desires to claim emancipation from their parents and who do not wish to conform to school policies concerning parental involvement in their education (e.g., attendance, excuses, discipline, counseling issues, etc.) may be transferred to an alternative school to complete credit requirements for a diploma.

COMPUTER/INTERNET ACCESS
PCSD and THS provide Network Service to its students and employees. Network service includes all computer hardware, network and Internet services, and associated software. The Internet is a very effective tool to introduce students to the global nature of information and to share information in a variety of ways. With increased access to computers and people all over the world, there is also increased access to controversial material that may not be of educational value in the context of the school setting. PCSD and THS reserve the right to:

• Monitor and track the use of network services,
• Suspend or revoke privileges and take appropriate disciplinary action for unacceptable use of the network services, and
• Implement filtering software on the network to monitor Internet use and access.

PCSD and THS firmly believe that the valuable information and interaction available on the Internet far outweighs the risks of users obtaining material that is not consistent with the educational goals of the district and/or school.

Access to network services will be provided to students and staff who agree to act in a considerate and responsible manner. General school rules for behavior and communications apply, as does PCSD’s Character Development statement. The use of network services is a privilege, not a right. Inappropriate use will result in cancellation of those privileges and possibly other disciplinary or legal actions necessary. The following activities are not permitted:

• Sending, displaying, or accessing offensive messages or graphics
• Using obscene or vulgar language
• Harassing, insulting, or attacking others
• Damaging computers, computer systems, or computer networks
• Violating copyright laws
• Using another person’s password
• Trespassing in others’ folders, work or files (Please Note: School officials may monitor student or staff folders, work, or files without permission or notice.)
• Intentionally disrupting the system or wasting resources in any way (such as disk space or printing capacity)
• Using the network services for illegal or commercial purposes (business transactions)
• Using the equipment in any way that is inconsistent with individual classroom policies
• Students using the equipment without staff permission and supervision

Individual classrooms may add an attachment to the above that supports the terms of this policy but also meets the classroom’s unique needs.

DRESS AND GROOMING
Per district policy (No. 3224 P.1), students in the Provo City School District are expected to keep themselves well-groomed and neatly dressed while at school or at school functions. Clothing or grooming which is conspicuous or extreme, or which may draw undue attention, distract, or tend to interfere with the educational atmosphere at school/school functions will not be allowed.

Students violating the dress code will be asked to remove/fix the offending items or return home, with parent notification, to change their attire.
ELECTRONIC DEVICES
Students may not use electronic devices in class, unless authorized by faculty/staff for instructional purposes. We strongly recommend multi-media players, speakers or similar, cell phones, gaming devices, and other electronic devices be left at home. Electronic devices must be turned off during class time. Electronic devices may be confiscated if found in the open or powered on during class time. The first time an item is confiscated, it can be picked up from an administrator after school. A second violation results in the device being held for six (6) days. A third offense will require a guardian to pick up the item. More than three (3) violations will be considered insubordination and a suspension from school or other disciplinary action may occur. Failure to surrender device when requested by any faculty/staff member is considered insubordination, which may result in suspension from school or other disciplinary action.

SEXUAL HARASSMENT POLICY
Federal Law prohibits sexual harassment of any kind by students or employees of PCSD. Examples of sexual harassment include jokes; physical gestures; inappropriate physical contact; negative or offensive comments; or any other written, expressed, or visual material that is humiliating or derisive that creates an uncomfortable work or learning environment. Violations should be reported to an administrator. Following an investigation, appropriate disciplinary action will be taken.

Remember:
• Say Stop! - Tell the harasser you do not like his or her behavior and you want it stopped.
• Tell Someone! - Talk to a teacher you can trust or an administrator.
• Keep Records! - If the harassment persists, write down what happened, dates, times, places, names of witnesses, and any other information that will verify what has happened.
• Take Action! - File a written complaint with an administrator.

STUDENT DISCIPLINE
Students are expected to respect and obey the authority of school personnel. Showing defiance to school personnel through words or actions is unacceptable. Courteous compliance with teacher/staff requests is essential to the overall success of the school. Resistance to or refusal to comply with reasonable requests by teachers, counselors, administrators, staff members, or anyone responsible for student supervision is unacceptable. Students who continue to be disruptive will receive an appropriate response which could range from administrator support to out-of-school suspension.

In addition, students are expected to follow the guidelines outlined in Provo City School District's safe schools policy that is outlined below:

Section 1 - Definitions
• “Short-term suspension” is a temporary removal of a student from school for a period of ten (10) consecutive school days or less. A student who is suspended may, at the principal’s discretion, have access to homework, tests, and other schoolwork through a home study program, but will not be allowed to attend regular school classes or participate in any school or District activities or events during the period of the suspension.
• “Long-term suspension” means removing a student from school for a period longer than ten (10) consecutive school days. In such event, the suspended student will not be allowed to attend regular school classes or participate in any school or District activities or events during the period of the suspension. However, the District will work with parents to provide alternative educational placements and programs for students, where appropriate and feasible.
• “Expulsion” means Board of Education removal of a student from school for a fixed (more than ten (10) consecutive school days) or indefinite period of time. In such event, the expelled student will not receive any educational services from the District during the period of expulsion. All expulsions must be reviewed at least annually by the Superintendent or his/her designee. Parents of expelled students are responsible to comply with the compulsory education laws of the State of Utah by providing other educational services for the student and paying all associated costs thereof.
• “Firearm” includes, but is not limited to, handguns, rifles, shotguns, or any device from which is expelled a projectile by action of an explosive.
• “Facsimile firearm” or “look-alike firearm” includes, but is not limited to, starter pistols, air-soft guns, cap guns, or toy guns.
• “Weapon” includes, but is not limited to, firearms, knives, explosive device, noxious or flammable material, martial arts weapons, or other dangerous object, material, or device that is used for, or is readily capable of, causing death or serious bodily injury.
• “Explosive device” and “noxious or flammable material” include, but are not limited to, bombs, bullets and ammunition, fireworks, gasoline or other flammable liquids, mace, pepper spray, matches, and lighters.
• “Possession” or “use” means the ownership, control, holding, retaining, inhaling, swallowing, injecting, or consuming of tobacco, alcohol, drugs, drug paraphernalia, or other controlled substances.
• The terms “distribute” or “sale” means the actual, or attempted sale, transfer, delivery, or dispensing to another of tobacco, alcohol, drugs, drug paraphernalia, or other controlled substances.
• The words “other similarly harmful substances” include, but are not limited to, the inappropriate or illegal use of inhalants, prescription drugs, or over-the-counter drugs.
• “Tobacco” shall include cigarettes, cigars, pipes, smokeless, electronic or other forms of tobacco products in any form.
• A “gang” as defined in this policy means any ongoing organization, association, or group of three (3) or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts. “Gangs” have a unique name or identifiable signs, symbols, or marks, and its members, individually or collectively, engage in criminal, threatening, or violent behavior to persons or property, or create an unreasonable and substantial disruption or risk of disruption of a class, activity, program, or other function of a school.
• “Gang activities” include, but are not limited to, any of the following:
  o Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, apparel, emblems, badges, tattoos, accessories, symbols, signs, or other things which are evidence of membership or affiliation with any gang;
  o Committing any act or using any speech, either verbal or non-verbal (i.e., flashing signs, graffiti, gestures, handshakes, etc.) that demonstrates membership in or affiliation with a gang;
  o Soliciting other for membership in a gang;
  o Requesting any person to “pay for protection” or otherwise intimidating, bullying, retaliating against, threatening, or harassing any person;
  o Possessing a weapon, alcohol, tobacco, controlled substance, drug paraphernalia, or other contraband;
  o Committing any illegal act; OR
  o Encouraging or inciting another person to act with physical violence upon any other person or cause damage to property.
• “Pornographic or indecent material” means any material: (a) defined as harmful to minors, such as a description or representation, in any form whatsoever, of nudity, sexual conduct, sexual excitement, abuse, etc.; (b) described as pornographic in when applying community standards, appeals to the unhealthy interest in sex, is patently offensive, and does not have any serious literary, artistic, political, or scientific value; or (c) describes illicit sex or sexual immorality.
• “Corporal punishment” means the intentional infliction of physical pain upon the body of a student as a disciplinary measure.
• “District Disciplinary Committee” is the committee created at the discretion of the Executive Director of Student Services and may be composed of school administrator(s), social worker(s), school counselor(s), school psychologist(s), teacher(s), and/or other individuals, as appropriate, to assist or to make recommendations for disciplinary action and suggest alternative educational placements and programs as consequences for student conduct violations.
• “District Disciplinary Hearing Officer” the district will employ an impartial hearing officer to review decisions made by the disciplinary committee and render a decision that ensures student disciplinary due process.
Section 2 – Discipline Guidelines

Reciprocity and Enrollment: In accordance with the reciprocity agreements and understandings with other school districts in the State of Utah, it is the practice in Provo City School District to recognize and honor disciplinary action imposed upon a student by other school districts and schools. Accordingly, Provo City School District will not enroll a student who is currently under suspension or expulsion from another school district or school. In addition, a student may be denied admission in Provo City School District on the basis of having been suspended or expelled from another school district or school during the preceding twelve (12) months.

Corporal Punishment / Physical Restraint: A school employee may not inflict or cause the infliction of corporal punishment upon a student who is receiving educational services from the District. This section does not prohibit the use of reasonable and necessary physical restraint or force in self-defense or in other appropriate circumstances: (a) to obtain possession of a weapon or other dangerous object in the possession or under the control of a student; (b) to protect the student or another person from physical injury; (c) to remove a violent or disruptive student from a situation; or (d) to protect property from being damaged.

Alternative to Suspension or Expulsion: A continuum of intervention strategies shall be available to help students whose behavior in school repeatedly falls short of reasonable expectations. Prior to suspension or expulsion of a student for repeated acts of willful disobedience, defiance of authority, or disruptive behaviors which are not of such a violent or extreme nature that immediate removal is warranted, good faith efforts shall be made to implement a remedial discipline plan that would allow the student to remain in school. A number of interventions should be tried, including, but not limited to: (a) talking with the student; (b) class schedule adjustment; (c) contact with the parents; (d) parent/student conferences; (e) behavioral contracts; (f) after-school make-up time; (g) short-term in-school suspension; (h) short-term at-home suspensions; (i) Multi-disciplinary Team involvement and assistance; (j) appropriate evaluation; (k) home study; (l) alternative educational placements and programs, and (m) law enforcement assistance, as appropriate. The District shall also cooperate with the Utah State Office of Education in regards to researching, motivating, and providing student incentives that: (1) directly and regularly reward or recognize appropriate behavior; (2) impose immediate and direct consequences on students who fail to comply with District or school standards of conduct; and (3) keep the student in school, or otherwise continue student learning with appropriate supervision or accountability.

Emergency Issues and/or Safety Concerns: A principal may suspend a student for up to ten (10) school days while investigating issues related to student safety or other emergency concerns that have a direct and substantial ability to disrupt the educational environment within the school or overall school district.

Parental Attendance with Student: As part of a remedial discipline plan for a student, a school may require the student’s parent, with the consent of the student’s teachers, to attend class with the student for a period of time specified by a school or District administrator. If the parent does not agree or fails to attend class with the student, the student shall be suspended or expelled in accordance with the provisions of school and District discipline policies.

Authority to Administer Corrective Discipline: School principals or assistant principals have the authority to suspend a student for up to ten (10) school days. The Superintendent and his/her designees may suspend a student for up to one (1) school year (one hundred and eighty (180) school days). The Board of Education may expel a student for a fixed or indefinite period of time. However, all expulsions shall be review by the Superintendent or his/her designee and the conclusions reported to the Board at least once each school year.

Grounds for Disciplinary Action: A student may be suspended, expelled, and/or subject to other disciplinary action for any of the following reasons:

- Frequent or flagrant willful disobedience; defiance of proper authority; or disruptive behavior, including, but not limited to, using foul, profane, vulgar, or abusive language, fighting, assault, threats, or other unreasonable and substantial disruption of a class, activity, event, or other function of the school.
- Failing to provide proper identification or information upon request by school authorities.
• Discrimination and harassment (including sexual, racial, religious, disability, or any other classification protected by law).
• Engaging in any gang activities.
• Possession or use of pornographic or indecent material on school property.
• Trespassing or loitering on school property; stealing; burglary; or vandalism, graffiti, or other willful destruction or defacing of school property or the property of others.
• Criminal mischief; terrorist threats; intimidation; harassment; bullying; hazing; behavior or threatened behavior which poses an immediate and significant threat to the welfare, safety, or moral of other students or to school personnel or to the operation of the school.
• Demeaning behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, inappropriate public display of affection, or inappropriate exposure of body parts not normally exposed in public settings.
• Improper use of cellular phones, Mp3 players, iPods, laser pointer, and other electronic devices.
• The use, possession, sale, or distribution of drugs or controlled substances, imitation controlled substances, other similarly harmful substances, or drug paraphernalia. It further bans the misuse of over-the-counter products by students. Any medications must be under the control of and administered through the school nurse or a designated employee.
• The use, possession, sale, or distribution of alcoholic beverages.
• The use, possession, sale, or distribution of tobacco products.
• The use, possession, sale, or distribution of any real or facsimile (look-alike) firearm, weapon, knife, explosive device, chemical device, noxious or flammable material, martial arts weapon, or other dangerous objects.
• The actual or threatened use of a real or facsimile (look-alike) firearm, weapon, knife, explosive device, noxious or flammable material, martial arts weapon, or other dangerous objects with intent to intimidate another person or to disrupt normal school operations.
• Arson
• Misuse of computers email, or the Internet.
• Truancy or attendance violations.
• Violations of dress and grooming standards, including, but not limited to wearing anything signifying gang affiliation; wearing anything concerning tobacco, alcohol, drugs, or illegal activities; wearing anything that is immodest; indecent exposure; or wearing anything that materially disrupts, or is reasonably anticipated to materially disrupt, the educational environment.
• Any other serious violation affecting another student or school personnel, or which occurs in a school building, on school property, or in conjunction with any school activity or event.
• The commission of any act which would constitute a crime under federal, state, or local law.
• Engaging in any of the foregoing types of conduct outside of school or school related activities and events, or before or after school hours, which substantially and materially disrupt, or is reasonably anticipated to substantially and materially disrupt, the educational environment.
• School property theft or damage: Students being disciplined for the theft, willful destruction, or defacing of school property will be required to pay for the damages or make arrangements to work off the cost of the damages. Failure to do so shall result in the withholding of official written grades, diploma, and transcripts. The student’s parents are also liable for damages as provided in Utah Code. If the student and the student’s parents are unable to pay for the damages, or if it is determined by the school in consultation with the student’s parents that the student’s interest would not be served if the parents were to pay for the damages, then the school shall provide for a program of voluntary work for the student in lieu of the payment.

Disciplinary Action: It is the responsibility of school employees to report prohibited behavior to a school administrator or an appropriate supervisor. Any student who engages in conduct in violation of this policy or any other policy concerning student behavior and conduct shall be subject to disciplinary action. Consequences shall be firm and fair and correspond to the severity of the infraction. A continuum of consequences should be utilized if appropriate under the circumstances. Disciplinary action may include, but is not limited to, before or after school detention, in-school suspension, short-term suspension, long-term suspension, expulsion, exclusion from or loss of extracurricular activities, probation, and /or alternative
educational placement. In imposing such discipline, all facts and circumstances of the incident(s) shall be taken into account.

Section 3 - Continuum of Consequences

A. Discipline Levels and Consequences

Level 1 acts of misconduct include, but are not limited to, the following:

1-1 Loitering
1-2 Profane, obscene, racist, indecent, immoral, or seriously offensive language, gestures, indecent propositions, or exhibitions
1-3 Wearing/displaying of gang apparel, signs or paraphernalia
1-4 Displaying any behavior that is disruptive
1-5 Failing to provide proper identification or information upon request by school authorities
1-6 Insubordination and/or defiance
1-7 Fighting – two people, no injuries
1-8 Sexual harassment I
1-9 Possession of an incendiary device
1-10 Use of an interfering device
1-11 Vandalism I (damage under $200.00)
1-12 Harassment I
1-13 Dress or grooming violation
1-14 Bullying I: Taunting, teasing, name-calling, spreading rumors, threatening or obscene gestures, excluding others from a group or manipulation of friendship.
1-15 Cyber bullying
1-16 Theft I (less than $299.00)

Disciplinary Action Minimum: Student/Administrator conference and/or suspension up to 10 school days
Maximum: Suspension and referral to the District Disciplinary Committee for alternative placement or suspension up to 90 school days.

Level 2 acts of misconduct include, but are not limited to, the following:

2-1 Criminal activity
2-2 Theft ($300.00-$999.00)
2-3 Possession of a weapon (real, look alike, or pretend)
2-4 Assault
2-5 Fighting – with injury or injuries or involving more than two people
2-6 Trespassing
2-7 Harassment II
2-8 Indecent exposure
2-9 Use of an incendiary device
2-10 Vandalism II (damage of $200.00 or more, but less than $1000)
2-11 Sexual harassment II
2-12 Hazing
2-13 Gang Involvement II (any Level 1 violation committed while involved in any gang activity)
2-14 Bullying II – Hitting, kicking, physical harm, destruction of property, enlisting someone to assault someone for you.
2-15 Cyber bullying

Disciplinary Action Minimum: Student/Parent/Administrator conference and/or suspension up to 10 school days
Maximum: Suspension and referral to the District Disciplinary Committee for alternative placement or suspension up to 180 school days
Level 3 acts of misconduct include, but are not limited to, the following:

- Possession of a firearm
- Use of a weapon (real*, look alike, or pretend)
- Aggravated assault
- Arson
- Extortion
- Sexual battery
- Placing any person in imminent danger
- Assault upon any school personnel
- Vandalism III (damage over $1,000)
- Gang Involvement III (any Level 2 violation committed while involved in any gang activity)
- Theft III (more than $1,000.00, which is a felony)

Disciplinary Action Any Level 3 Violation: Parents and police will be notified and the student suspended for up to ten school days during which time the student will be referred to the District Disciplinary Committee for alternative placement, suspension, or expulsion.

B. Drug and Alcohol Explanation and Consequence

Disciplinary Action: Use or Possession of Alcohol, Drugs, Drug Paraphernalia, or other Controlled Substances.

First Violation: A student may be suspended from school for up to 10 school days and referred to the District Disciplinary Committee for alternative placement or suspension up to 90 school days. Students may be permitted to continue in school if student enrolls in and attends a district-approved intervention program with parent.

1. The principal or designee, during the suspension period, shall:
   a. Notify the appropriate law enforcement agency and give them all confiscated evidence and information;
   b. Notify the parents; 8 3310 P1 Safe Schools
   c. Schedule a parent conference during the suspension period; review with the student and parent the Provo City School District Policies and Procedures on Attendance, Orderly Conduct, Safe Schools and Substance Abuse; and
   d. Refer the student and parent to the school’s designated student assistance program and/or to an approved prevention program.

2. The student shall:
   a. Reveal the source of material associated with this violation;
   b. Attend with parent an approved prevention program, the cost of which will be assumed by the parent;
   c. Not participate in school-or district-sponsored activities until any suspension has been removed or ended.

Failure of the student to comply with any of the above will result in a referral to the District Disciplinary Committee for alternative placement or suspension, for up to 90 school days.

Second Violation: A student shall be suspended from school for 10 days, during which time the student will be referred to the District Disciplinary Committee for suspension up to 90 school days.

1. The principal or designee shall:
   a. Notify the appropriate law enforcement agency and provide the agency with all confiscated evidence and information; and
   b. Notify the parents and schedule a conference.
2. The student shall:
   a. Explore education options available during the suspension period; and
   b. Not participate in school-or district-sponsored activities or programs until he/she has been reinstated by the District Disciplinary Committee.

3. Reinstatement: If a student desires to return to school during the suspension period, he/she must petition the District Disciplinary Committee and show evidence that he/she has done all of the following:
   a. Participated in a formal drug assessment, with the cost of the assessment assumed by the parent
   b. Follow all assessment requirements
   c. Show evidence of having completed the most appropriate level of intervention program based on the assessment by a licensed individual or agency, with the cost of the intervention program assumed by the parent and
   d. Show evidence that he/she has personally revealed to school administration the source of the alcohol or controlled substance associated with the violation.

Failure of the student to comply with any of the above will result in a referral to the District Disciplinary Committee for alternative placement or suspension, for up to 90 school days.

Third Violation: The student shall be suspended from school for 10 days during which time the student will be referred to the District Disciplinary Committee for alternative placement or suspension, for up to one school year, or to the Board for expulsion from the school.

1. The principal or designee shall:
   a. Notify the appropriate law enforcement agency;
   b. Provide the agency with all confiscated evidence and information; and
   c. Notify the parent and schedule a conference.

Disciplinary Action: Sale or Distribution of Alcohol, Drugs, Drug Paraphernalia, or other Controlled Substances.

The student shall be suspended and referred to the District Disciplinary Committee for alternative placement or suspension, for up to one school year, or to the Board for expulsion.

1. The principal or designee shall:
   a. Notify the appropriate law enforcement agency;
   b. Provide the agency with all confiscated evidence and information; and
   c. Notify the parent.

2. If a student desires to return to school, he/she must petition the District Disciplinary Committee and the Board in writing and show evidence that he/she has done the following:
   a. Participated in a formal alcohol and/or controlled substance abuse assessment, with the cost of the assessment assumed by the parent;
   b. Follow all assessment requirements
   c. Successfully completed the most appropriate level of intervention program based on assessment from a licensed individual or agency, with the cost of the intervention program assumed by the parent; and
   d. Personally revealed the source of materials associated with the violation to the school administrator.
C. Tobacco Explanation and Consequences Statement on Tobacco Use

Provo City School District prohibits any student use, possession, sale or distribution of tobacco/tobacco products.

Disciplinary action, independent of any court action, will be taken by the school district for any violation of the foregoing statement. All contraband will be confiscated.

First Violation: The principal or designee shall:
1. Issue a citation; and
2. Notify the parents

Second and Following Violations

1. The principal or designee shall:
   a. Issue a citation;
   b. Notify parents; and
   c. Refer the student and parent to an approved assessment and/or approved intervention program, with the cost of the program assumed by the parent.

2. The student shall:
   a. Participate, with parent, in approved assessment and/or intervention program(s). b. Show evidence of having successfully completed the most appropriate level of intervention program based on the initial assessment, with the cost of the program assumed by the parent.

Failure of a student to comply with or complete the requirements of the referral will result in administrative action.

Section 4 - Disciplinary Due Process Procedures

A. Regular Education Students: Whenever a regular education student is subject to discipline for a violation of District policy, the discipline due process procedures of this policy shall be followed.

Short-Term Suspensions – Ten (10) consecutive school days or less.

School Administrator:

Upon being apprised of a student incident in violation of District or school policy that may lead to disciplinary action, a school administrator shall promptly and thoroughly investigate and document the incident.

Minimal due process is required. The school administrator shall give the student verbal or written notice of the violation, evidence of the accusation, and the opportunity to present their side of the story. Generally, the notice and informal hearing shall precede the student’s removal from school.

The school administrator shall notify the custodial parent(s) or legal guardian(s) verbally or in writing of the student of the following: (a) that the student has been suspended for ten (10) school days or less; (b) the grounds for the suspension; (c) any conditions of the suspension; and (d) the time and place for the parents to meet with the school administrator to review the suspension.

The school administrator shall also notify the non-custodial parent of the student of the suspension, if requested in writing.

The school administrator shall determine the best way to transfer custody of the suspended student to the parents. The school administrator shall then assure that the student is either released directly to the custody of
the parents or has obtained permission from the parents for the student to leave school and go home. A suspended student shall immediately leave the school building and grounds. If parent cannot be reached it is the responsibility of the school to maintain the student for the remainder of the day.

Disagreement between the parents and the school in regards to short-term suspension will be handled in meetings between parents, school administrators, and the student, if appropriate. The procedures for due process are designed to protect the rights of students when a disciplinary problem arises. The process is administrative, not judicial. Notification will be given to the student and the parent of the time and place for a hearing and a statement of the alleged act(s) of misconduct. The notice of offenses or charges shall state with reasonable particularity the offense or charge, shall be based upon the information known at the time the notice is issued, and may be subject to amendment upon further investigation or evidence. Due process includes the right to a hearing, the right to counsel, and the right to appeal.

Procedures for hearings and appeals of disciplinary decisions by a parent/guardian are as follows:

1. Discuss the grievance with the teacher or person at the school with whom the disagreement occurred.
2. If agreement is not reached, the parent/guardian may meet with the principal.
3. If agreement is not reached, the parent/guardian may request an informal hearing through the Office of Student Services. The request shall be in writing and within ten (10) calendar days of the school decision and addressed to the Provo City School District, Executive Director of Student Services. The appeal shall be heard within ten (10) school days.
4. If agreement is not reached, the parent/guardian may submit in writing within ten (10) calendar days of the decision and request for a hearing before the Independent Disciplinary Hearing Officer. The appeal shall be heard within ten (10) calendar days and the decision shall be in writing.
5. If agreement is not reached, the parent/guardian may submit in writing within fifteen (15) calendar days of the Independent Disciplinary Hearing Officer’s decision a request for a hearing before the District Board of Education. If the Board grants a hearing, it shall be in executive session. Following the hearing, the Board shall give its decision in writing.

At each stage of the proceedings, the hearing officer(s) shall conduct a de novo review, and shall hear the matter anew the same as if it had not been heard before and as if no decision had been previously rendered. Hearing officer(s) may receive and consider new documents, information, and witness testimony. However, upon appeal to the Board, the Board shall only consider the documents, information, and witness testimony presented at the hearing conducted by the Independent Disciplinary Hearing Officer.

Failure to appeal to the next step in the appeals process within the time limits specified shall be deemed a withdrawal and final disposition of the matter. Once the aggrieved party has exhausted all of the administrative remedies herein, he or she may appeal to a court of law.

Long-Term Suspension and Expulsions. More than ten (10) consecutive school days.

School Administrator:

Upon being apprised of a student incident in violation of District or school policy that may lead to disciplinary action, a school administrator shall promptly and thoroughly investigate and document the incident.

The school administrator shall give the student verbal or written notice of the violation, evidence of the accusation, and the opportunity to present their side of the story. Generally, the notice and informal hearing shall precede the student’s removal from school.
Suspension or expulsion may not extend beyond ten (10) school days unless the student and the student’s parents have been given notice and a reasonable opportunity to meet with the school administrator and/or District officials and respond to the allegations and proposed disciplinary action.

The school administrator shall notify in writing the custodial parent(s) or legal guardian(s) of the student of the following: (a) that the student has been suspended for ten (10) school days; (b) the grounds for the suspension; (c) any conditions of the suspension; (d) that the matter has been referred to the District Disciplinary Committee for further disciplinary action. A copy of this written notification shall be sent to the Executive Director of Student Services.

The school administrator shall determine the best way to transfer custody of the suspended student to the parents. The school administrator shall then assure that the student is either released directly to the custody of the parents or has obtained permission from the parents for the student to leave school and go home. A suspended student shall immediately leave the school building and grounds. If parent cannot be reached it is the responsibility of the school to maintain the student for the remainder of the day.

The school administrator shall notify the District’s Executive Director of Student Services of the incident and provide him/her with all relevant and necessary information and documentation. If appropriate, the school administrator shall also notify law enforcement and/or the Division of Child and Family Services (DCFS) of the incident.

The procedures for due process are designed to protect the rights of students when a disciplinary problem arises. The process is administrative, not judicial. Notification will be given to the student and the parent of the time and place for a hearing and a statement of the alleged act(s) of misconduct. The notice of offenses or charges shall state with reasonable particularity the offense or charge, shall be based upon the information known at the time the notice is issued, and may be subject to amendment upon further investigation or evidence. Due process includes the right to a hearing, the right to counsel, and the right to appeal.

Procedures for hearings and appeals of disciplinary decisions by a parent/guardian are as follows:

(1) Discuss the grievance with the teacher or person at the school with whom the disagreement occurred.

(2) If agreement is not reached, the parent/guardian may meet with the principal.

(3) If agreement is not reached, the parent/guardian may request an informal hearing through the Office of Student Services. The request shall be in writing and within ten (10) calendar days of the school decision and addressed to the Provo City School District, Director of Student Services. The appeal shall be heard within ten (10) school days.

(4) If agreement is not reached, the parent/guardian may submit in writing within ten (10) calendar days of the decision and request for a hearing before the Independent Disciplinary Hearing Officer. The appeal shall be heard within ten (10) calendar days and the decision shall be in writing.

(5) If agreement is not reached, the parent/guardian may submit in writing within fifteen (15) calendar days of the Independent Disciplinary Hearing Officer’s decision a request for a hearing before the District Board of Education. If the Board grants a hearing, it shall be in executive session. Following the hearing, the Board shall give its decision in writing.

At each stage of the proceedings, the hearing officer(s) shall conduct a de novo review, and shall hear the matter anew the same as if it had not been heard before and as if no decision had been previously rendered. Hearing officer(s) may receive and consider new documents, information, and witness testimony. However, upon appeal to the Board, the Board shall only consider the documents, information, and witness testimony presented at the hearing conducted by the Independent Disciplinary Hearing Officer.
Failure to appeal to the next step in the appeals process within the time limits specified shall be deemed a withdrawal and final disposition of the matter.

Once the aggrieved party has exhausted all of the administrative remedies herein he or she may appeal to a court of law.

Student Progress: The Executive Director of Student Services or his/her designee shall have contact with the parents of each suspended or expelled student under the age of sixteen (16) at least once each month to determine the student’s progress.

Readmission to School: A suspended or expelled student may not be readmitted to school until: (a) the student and the parents have met with the Executive Director of Student Services to review the suspension; (b) all conditions of the suspension have been satisfied; and (c) the Executive Director of Student Services, student, and parents have agreed upon a plan to avoid recurrence of the problem.

Investigations and Documentation: The investigation and documentation of student incidents by the school administrator should include the following: (a) conduct interviews of students and others who were involved in or witnessed the incident(s); (b) obtain statement from students and other who were involved in or witnessed the incident(s); (c) obtain and secure any relevant evidence; (d) prepare any necessary forms and other documentation; (e) involve District personnel, local law enforcement personnel, and/or DCFS, as applicable; and (f) perform any other tasks necessary to properly investigate and document the student incident(s).

Hearings: Student Disciplinary due process hearings are not as formal as court hearings. Strict adherence to court rules of procedure and evidence are not required. However, certain rights of the student must be observed. The hearing must be impartial, the student is entitled to representation by legal counsel, the student is to be made aware of the general nature of the evidence to be used against him/her, and substantial evidence must be provided.

Right to Counsel: Although a student is entitled to be represented by legal counsel at a hearing, the District is not responsible to provide counsel or pay for the student’s expenses in obtaining counsel.

Evidentiary Rules: Testimony in a student disciplinary due process hearing is not subject to the strict adherence to court rules of evidence. In fact, hearsay testimony is admissible. However, the District’s evidence supporting the disciplinary action must meet the test of “substantial evidence.”

Responsibility of Parents: If a student is suspended or expelled for more than ten (10) school days, the parents are responsible for undertaking an alternative education plan which will ensure that the student’s education continues during the period of suspension or expulsion. The parents can work with designated school personnel to determine how that responsibility might best be met through an alternative educational placement or program offered by or through the District, private education, or other alternative which will satisfy the legal and educational needs of the student. The parents and school personnel may enlist the cooperation of the Division of Child and Family Services (DCFS), the juvenile court, or other appropriate state agencies to meet the student’s educational needs. Costs for educational services which are not provided by the District are the responsibility of the student’s parents.

B. Student Discipline Procedures for Students with Disabilities (IDEA and 504)

Short-Term Suspensions – Ten (10) consecutive school days or less.

School Administrator: In every situation where an eligible student with a disability under the IDEA or Section 504 is subject to discipline for a violation of District or school policy, the school administrator must first ascertain whether the student has been previously suspended during the current school year. If yes, determine whether the total suspensions cumulate to more than ten (10) school days in the current school year. If the total suspensions do not cumulate to more than ten (10) school days, then proceed with the suspension. If the total
suspensions do cumulate to more than ten (10) school days, then the school administrator and staff must determine if the student has been subject to a series of suspensions that constitute a pattern. A “pattern” occurs when: (a) the series of suspensions total more than ten (10) school days in a school year; (b) the student’s behavior is substantially similar to previous incidents that resulted in the series of suspensions; and (c) there are other factors suggesting a pattern, such as the length of each suspension, the total amount of time the student has been suspended, and the proximity in time of those suspensions (i.e., the longer the total number days and the closer they are in proximity, the more likely it would constitute a pattern). If there is a pattern this constitutes a ‘change of placement’ under the IDEA. The school IEP team should conduct a Manifestation Determination. Manifestation Determination: Within ten (10) school days of any decision to “change the placement” of a student with a disability because of a violation of District or school policy, a determination must be made by the school administrator, parents, and relevant members of the student’s Individual Education Plan (IEP) Team of whether the behavior is a manifestation of the student’s disability by answering the following questions: (1) Whether the conduct in question was caused by, or had a direct and substantial relationship to, the student’s disability? (2) Whether the conduct in question was the direct result of the school’s failure to implement the IEP?

If the answer to both of these questions is “no,” then the behavior is not a manifestation of the student’s disability. In such event, the student shall be disciplined as any other student for a similar offense; provided, however, that the student must continue to receive educational services during any period of suspension to assure that the student is receiving a Free and Appropriate Public Education (FAPE). The IEP Team will determine educational services and the Interim Alternative Educational Setting (IAES) where the student will receive educational services. Educational services should target the student’s behavior to limit its reoccurrence, enable the student to participate in the general education curriculum, and progress towards meeting the student’s IEP goals. In the event the parents of the student challenges the manifestation or placement decision through an expedited due process hearing, the student shall be kept in the IAES pending any such challenge until a final decision is issued.

If the answer to either of these two questions is “yes,” then the behavior is a manifestation of the student’s disability. In such event, the IEP Team must conduct and /or review a Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) for the student. The IEP Team must return the student to his/her prior educational placement, unless the parent and school personnel agree to a “change of placement” as part of the BIP. Notwithstanding the manifestation determination, in the event that school personnel believe that the student’s behavior is substantially likely to result in injury to the student or others, the District may seek an expedited due process hearing to prevent the student from returning to his/her prior educational placement. In such event, the student shall be placed in an IAES pending the hearing until a final decision is issued.

If a regular education short-term suspension is warranted based on following the processes for a special education student the school administrator shall give the student verbal or written notice of the violation, evidence of the accusation, and the opportunity to present their side of the story. Generally, the notice and informal hearing shall precede the student’s removal from school.

The school administrator shall notify the custodial parent(s) or legal guardian(s) of the student of the following: (a) that the student has been suspended for ten (10) school days or less; (b) the grounds for the suspension; (c) any conditions of the suspension; and (d) the time and place for the parents to meet with the school administrator to review the suspension.

The school administrator shall also notify the non-custodial parent of the student of the suspension, if requested in writing.

The school administrator shall determine the best way to transfer custody of the suspended student to the parents. The school administrator shall then assure that the student is either released directly to the custody of the parents or has obtained permission from the parents for the student to leave school and go home. A suspended student shall immediately leave the school building and grounds. If the parent cannot be reached the student will be maintained within the school until the end of the day.
Disagreements between the parents and the school in regards to regular education short-term suspensions should be handled in meetings between parents, school administrators, and the student, if appropriate. If necessary, the appeal process listed below will be followed to allow for due process.

The procedures for due process are designed to protect the rights of students when a disciplinary problem arises. The process is administrative, not judicial. Notification will be given to the student and the parent of the time and place for a hearing and a statement of the alleged act(s) of misconduct. The notice of offenses or charges shall state with reasonable particularity the offense or charge, shall be based upon the information known at the time the notice is issued, and may be subject to amendment upon further investigation or evidence. Due process includes the right to a hearing, the right to counsel, and the right to appeal.

Procedures for hearings and appeals of disciplinary decisions by a parent/guardian are as follows:

1. Discuss the grievance with the teacher or person at the school with whom the disagreement occurred.

2. If agreement is not reached, the parent/guardian may meet with the principal.

3. If agreement is not reached, the parent/guardian may request an informal hearing through the Office of Student Services. The request shall be in writing and within ten (10) calendar days of the school decision and addressed to the Provo City School District, Director of Student Services. The appeal shall be heard within ten (10) school days.

4. If agreement is not reached, the parent/guardian may submit in writing within ten (10) calendar days of the decision and request for a hearing before the Independent Disciplinary Hearing Officer. The appeal shall be heard within ten (10) calendar days and the decision shall be in writing.

5. If agreement is not reached, the parent/guardian may submit in writing within fifteen (15) calendar days of the Independent Disciplinary Hearing Officer’s decision a request for a hearing before the District Board of Education. If the Board grants a hearing, it shall be in executive session. Following the hearing, the Board shall give its decision in writing.

At each stage of the proceedings, the hearing officer(s) shall conduct a de novo review, and shall hear the matter anew as if it had not been heard before and as if no decision had been previously rendered. Hearing officer(s) may receive and consider new documents, information, and witness testimony. However, upon appeal to the Board, the Board shall only consider the documents, information, and witness testimony presented at the hearing conducted by the Independent Disciplinary Hearing Officer.

Failure to appeal to the next step in the appeals process within the time limits specified shall be deemed a withdrawal and final disposition of the matter.

Once the aggrieved party has exhausted all of the administrative remedies herein he or she may appeal to a court of law.

Long-term Suspensions. More than ten (10) consecutive school days constitutes a “change of placement” under the IDEA. More than ten (10) cumulative school days in a school year constitutes a “change of placement” under the IDEA if a pattern is established.

School Administrator: Upon being apprised of a student incident in violation of District or school policy that may lead to disciplinary action, a school administrator shall promptly and thoroughly investigate and document the incident. The school administrator shall give the student verbal or written notice of the violation, evidence of the accusation, and the opportunity to present their side of the story. Generally, the notice and informal hearing shall precede the student’s removal from school. On the date of the decision to remove the student
from school the school administrator shall provide the parents with notice of the suspension (‘change of placement’) and a copy of the IDEA or Section 504 procedural safeguards notice.

Manifestation Determination: Within ten (10) school days of any decision to “change the placement” of a student with a disability because of a violation of District or school policy, a determination must be made by the school administrator, parents, and relevant members of the student’s Individual Education Plan (IEP) Team of whether the behavior is a manifestation of the student’s disability by answering the following questions: (1) Whether the conduct in question was caused by, or had a direct and substantial relationship to, the student’s disability? (2) Whether the conduct in question was the direct result of the school’s failure to implement the IEP?

If the answer to both of these questions is “no,” then the behavior is not a manifestation of the student’s disability. In such event, the student shall be disciplined as any other student for a similar offense; provided, however, that the student must continue to receive educational services during any period of suspension to assure that the student is receiving a Free and Appropriate Public Education (FAPE). The IEP Team will determine educational services and the Interim Alternative Educational Setting (IAES) where the student will receive educational services. Educational services should target the student’s behavior to limit its reoccurrence, enable the student to participate in the general education curriculum, and progress towards meeting the student’s IEP goals. In the event the parents of the student challenges the manifestation or placement decision through an expedited due process hearing, the student shall be kept in the IAES pending any such challenge until a final decision is issued.

If the answer to either of these two questions is “yes,” then the behavior is a manifestation of the student’s disability. In such event, the IEP Team must conduct and/or review a Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) for the student. The IEP Team must return the student to his/her prior educational placement, unless the parent and school personnel agree to a “change of placement” as part of the BIP. Notwithstanding the manifestation determination, in the event that school personnel believe that the student’s behavior is substantially likely to result in injury to the student or others, the District may seek an expedited due process hearing to prevent the student from returning to his/her prior educational placement. In such event, the student shall be placed in an IAES pending the hearing until a final decision is issued.

If a regular education long-term suspension is warranted based on following the processes for a special education student the school administrator shall give the student verbal or written notice of the violation, evidence of the accusation, and the opportunity to present their side of the story. Generally, the notice and informal hearing shall precede the student’s removal from school.

The school administrator shall notify the custodial parent(s) or legal guardian(s) of the student of the following: (a) that the student has been suspended for ten (10) school days or less; (b) the grounds for the suspension; (c) any conditions of the suspension; and (d) the time and place for the parents to meet with the school administrator to review the suspension.

The school administrator shall also notify the non-custodial parent of the student of the suspension, if requested in writing.

The school administrator shall determine the best way to transfer custody of the suspended student to the parents. The school administrator shall then assure that the student is either released directly to the custody of the parents or has obtained permission from the parents for the student to leave school and go home. A suspended student shall immediately leave the school building and grounds. If the parent cannot be reached the student will be maintained within the school until the end of the day.

The procedures for due process are designed to protect the rights of students when a disciplinary problem arises. The process is administrative, not judicial. Notification will be given to the student and the parent of the time and place for a hearing and a statement of the alleged act(s) of misconduct. The notice of offenses or charges shall state with reasonable particularity the offense or charge, shall be based upon the information
known at the time the notice is issued, and may be subject to amendment upon further investigation or evidence. Due process includes the right to a hearing, the right to counsel, and the right to appeal.

Procedures for hearings and appeals of disciplinary decisions by a parent/guardian are as follows:

(1) Discuss the grievance with the teacher or person at the school with whom the disagreement occurred.

(2) If agreement is not reached, the parent/guardian may meet with the principal.

(3) If agreement is not reached, the parent/guardian may request an informal hearing through the Office of Student Services. The request shall be in writing and within ten (10) calendar days of the school decision and addressed to the Provo City School District, Director of Student Services. The appeal shall be heard within ten (10) school days.

(4) If agreement is not reached, the parent/guardian may submit in writing within ten (10) calendar days of the decision and request for a hearing before the Independent Disciplinary Hearing Officer. The appeal shall be heard within ten (10) calendar days and the decision shall be in writing.

(5) If agreement is not reached, the parent/guardian may submit in writing within fifteen (15) calendar days of the Independent Disciplinary Hearing Officer’s decision a request for a hearing before the District Board of Education. If the Board grants a hearing, it shall be in executive session. Following the hearing, the Board shall give its decision in writing.

At each stage of the proceedings, the hearing officer(s) shall conduct a de novo review, and shall hear the matter anew the same as if it had not been heard before and as if no decision had been previously rendered. Hearing officer(s) may receive and consider new documents, information, and witness testimony. However, upon appeal to the Board, the Board shall only consider the documents, information, and witness testimony presented at the hearing conducted by the Independent Disciplinary Hearing Officer.

Failure to appeal to the next step in the appeals process within the time limits specified shall be deemed a withdrawal and final disposition of the matter. Once the aggrieved party has exhausted all of the administrative remedies herein he or she may appeal to a court of law.

Responsibility of Parents: If a student is suspended or expelled for more than ten (10) school days, the parents are responsible for undertaking an alternative education plan which will ensure that the student’s education continues during the period of suspension or expulsion. The parents can work with designated school personnel to determine how that responsibility might best be met through an alternative educational placement or program offered by or through the District, private education, or other alternative which will satisfy the legal and educational needs of the student. The parents and school personnel may enlist the cooperation of the Division of Child and Family Services (DCFS), the juvenile court, or other appropriate state agencies to meet the student’s educational needs. Costs for educational services which are not provided by the District are the responsibility of the student’s parents.

Weapons, Drugs, or Serious Bodily Injury: Regardless of whether the misconduct is a manifestation of the student’s disability, school personnel may remove a student with a disability for up to forty-five (45) days to an IAES if the student’s misconduct involved: (a) possessing or using a weapon at school, on school premises, or at a school function; OR (c) inflicting serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this section, the term “weapon” is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length. For purposes of this section, the terms “illegal drugs” or “controlled substances” have definitions contained in federal law, but do not include a substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under federal law. For purposes of this section, words “serious bodily injury” is defined as bodily injury which
involves: (a) a substantial risk of death; (b) extreme physical pain; (c) protracted and obvious disfigurement; or (d) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Expulsions. Board of Education removal of a student from school for a fixed (more than ten (10) consecutive school days) or indefinite period of time. The expelled student will not receive any educational services from the District during the period of expulsion. Students with disabilities eligible under the IDEA are not subject to expulsion as a disciplinary measure. For a serious violation committed by an IDEA student, proceed with a long-term suspension.

STUDENT SELF-REFERRAL for Substance Abuse
If a student self-refers for abuse of tobacco, alcohol, or controlled substance problem, the school administration will provide a conference to discuss possible resources to provide assistance.

RECORDS OF POLICY VIOLATIONS
The records of clearly substantiated violations will be kept in the student’s confidential record. The records will include dates, types of violations, and disciplinary actions taken. These records will be used in assessments of subsequent disciplinary actions.

The record(s) of violations from previous school(s) concerning behaviors identified in the Policies and Procedures on Attendance, Orderly Conduct, Safe Schools, and Substance Abuse will be reviewed before a student requesting a transfer into PCSD is considered for enrollment and is officially enrolled in PCSD.

TITLE IX GRIEVANCE PROCEDURES
Title IX was the first comprehensive federal law to prohibit sex discrimination against students and employees of educational institutions. Title IX benefits both males and females and is at the heart of efforts to create gender equitable schools. The law requires educational institutions to maintain policies, practices, and programs that do not discriminate against anyone based on sex. Under this law, males and females are expected to receive fair and equal treatment in all arenas of public schooling: recruitment, admissions, educational programs and activities, course offerings and access, counseling, financial aid, employment assistance, facilities and housing, health and insurance benefits, marital and parental status, scholarships, sexual harassment, and athletics.

In compliance with applicable federal (Title IX) and state law, it is the policy of PCSD to investigate promptly and resolve equitably all complaints and reports of discrimination on the basis of race, sex, religion, age, national origin, disability, privacy and any other alleged violation of civil rights in the District’s educational programs and activities. PCSD does not discriminate on the basis of sex in admission or employment in educational programs or activities.

The Director of Student Services is designated as the Title IX Coordinator. For questions concerning Title IX regulations, contact the U.S. Department of Education Office for Civil Rights or the Title IX Coordinator.

It is the policy of PCSD to protect the due process rights of all individuals involved with a report of discrimination or civil rights violation. The process is administrative, not judicial. Due process includes the right to a hearing, the right to counsel, and the right to appeal.

PCSD respects the privacy and anonymity of all individuals. However, an individual’s right to confidentiality...
must be balanced with the District’s obligation to take appropriate disciplinary or legal action and/or cooperate with police investigations or legal proceedings. PCSD retains the right to disclose the identity of individuals in appropriate circumstances.

Notification will be given to the individual(s) of the time and place for a hearing and a statement of alleged discrimination or civil rights violation. The notice of offenses or charges shall be based upon the information known at the time the notice is issued and may be subject to amendment upon further investigation or evidence.

The Title IX Coordinator will monitor the procedures of this policy. Procedures for discrimination or civil rights violations are as follows:

Every effort should be made to handle complaints at the site of incidence. Grievances shall be in writing, using the Discrimination Grievance Form, and submitted to the site administration within thirty (30) calendar days of the incident. The site administration will follow informal investigation and resolution procedures.

If the complaint is not resolved, the individual may request an informal hearing before the Title IX Coordinator. The request shall be in writing and submitted within fifteen (15) calendar days of the site administration investigation. The complaint shall be heard within ten (10) school days.

If the grievance is not resolved, the individual may request a formal hearing before the Superintendent. The request shall be in writing and submitted within fifteen (15) calendar days of the Title IX hearing. The grievance shall be heard within fifteen (15) calendar days and the decision shall be in writing.

If the grievance is not resolved, the individual may request a formal hearing before the District Board of Education. The request shall be in writing and submitted within fifteen (15) calendar days of the Superintendent hearing. The formal hearing before the Board will be held in executive session. The grievance shall be heard within fifteen (15) calendar days and the decision shall be in writing.

If the grievance is still not resolved, the individual may appeal to a court of law. Judicial action must be commenced within thirty (30) calendar days after the written decision of the Board or the right to judicial review will be forfeited.

All hearings will be limited to two (2) hours. The Hearing Officer will place appropriate time restrictions on the hearing proceedings to ensure all parties equal representation in the allotted time.

At each stage of the proceedings the district representative may: 1) conduct a de novo review and hear the matter anew the same as if it had not been heard before and as if no decision had been previously rendered; 2) receive and consider new documents, information and witness testimony.

However, upon appeal to the Board of Education, the Board shall only consider the documents, information, and witness testimony presented at the hearing conducted by the Superintendent.

Failure to appeal to the next step in the appeals process within the time limit specified shall be deemed a withdrawal and final disposition of the grievance.

PCSD does not tolerate retaliation or intimidation of any kind towards anyone filing grievances under this procedure. Such retaliation and intimidation violate the District Safe Schools Policy and also may violate state and federal law. All participating parties will be informed of their right to be free from retaliation and intimidation.

PCSD will take swift and strict disciplinary action against any individual who retaliates against an appellant or who retaliates against a person who testifies, assists, or participates in an investigation proceeding or hearing in connection with an appeal.
Retaliation and intimidation may include, but is not limited to, any form of physical or verbal intimidation, reprisal, coercion, discrimination, physical or verbal harassment, threats, extortion, blackmail, or unwanted sexual contact.

Timpview High School does not discriminate against any individual on the basis of race, creed, color, national origin, religion, age, sex, or disability.

For more information about PCSD Policies and Procedures, please visit the school district's website at: www.provo.edu