



AMERICAN PREPARATORY
ACADEMY

American Preparatory Academy – Cedar City Elementary and Junior High Parent-Student Handbook

2024-2025

**Please review this Handbook and the School, Parent, and Student Compacts
(located at the back of the Handbook) with your student(s).*

*This Handbook is reliable upon printing
but may change over time,
and will be updated with policy changes annually

Check the handbook online at <https://www.americanprep.org/parent-student-handbooks/>

Cedar City Campus

School Address:

782 N Main Street
Cedar City, UT 84721

School hours:

M, T, F: 8:00-3:15/35
W, Th: 8:00-2:15/35

Phone:

435-586-5372

School Administrators

Cindy Lawrence, Administrative Director
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A Letter from the Superintendent, Carolyn Sharette

Dear American Preparatory Academy Parent/Guardian,

Welcome to the 2024-25 school year!

As we do each spring, our staff met in extensive work sessions throughout June where we carefully analyzed the achievement data from last year. Our results were outstanding and deserve to be shared!

Our 3rd grade reading percent proficiency on the RISE test improved at INCREDIBLE rates:

Draper 1 - increased 24.5%

Draper 2 - increased 13%

Salem - increased 14%

West Valley 1 - increased 24%

West Valley 2 - increased 30%

Many other grades and subjects also had significant gains - we will report on them in full in a fall newsletter to parents. I wanted to mention them here because we believe they are a direct reflection of the new initiatives implemented last year, and the hard work accomplished by our staff and students.

New Titles: Some of our district administrators will be using new titles, they are:

Carolyn Sharette - Superintendent of Schools

Lisa Brunson - Deputy Superintendent of Schools

Jen Walstad - Assistant Superintendent of Academics

Daniel Baker - Assistant Superintendent of Secondary Education

Tim Evancich - Assistant Superintendent of Operations

Casey Crellin - Chief Financial Officer

School Initiative: Minimize Tech/Maximize Happiness:

This year we will continue to emphasize “Minimize Technology/Maximize Happiness” at all our campuses. Keeping personal electronic devices out of the school environment has allowed our students to focus on scholarship and friendship, and we believe that has positively impacted our student achievement scores as well as enhanced their friendships with one another! It is a wonderful thing to know that our students have at least seven hours each school day when they are mentally present and available to interact with their friends and teachers without the distraction of cell phones or smart watches. We value the personal attention we extend to one another as we build strong, positive relationships at school. We continue to encourage parents to make the decision to delay smart phone ownership by children until they finish high school. [This study](#) provides strong evidence as to the wisdom of that commitment.

School Safety: We installed access control at the Salem campus, and will continue our facility safety enhancements this year with the installation of safety film on ground-level windows. This is made possible primarily through a special safety grant from the state of Utah. The film will be installed at every campus. Our safety initiatives represent an investment of over \$250,000.

Classical Thinking and the Great Conversation: Last year we began a focus on scholarly habits that promote engagement in “The Great Conversation” that we engage in daily in our classrooms. In our schools, we seek truth, beauty, goodness and wisdom as we discuss “big ideas”. We listen carefully to the thoughts and ideas of others and through this process we develop our own. This is the process of a classical education. Our “*Listen Intently, Think Hard, Speak Precisely*” initiative began last year and was posted in every classroom as a reminder of these important scholarly habits. This year we will continue to advance this key element of our school culture with “builder buttons” that teachers will wear and students can earn as they demonstrate these important scholarly habits. Students will also be required to speak loudly enough in class that everyone in the room can hear them, and in many cases they will be asked to stand when they speak. This is a courtesy to others who will be able to listen more intently when their classmates are speaking so they can easily hear.

School Initiative: Power Minds and Achievement Trackers - This year we will continue and build upon the great work accomplished last year in learning the process of critical thinking. Power Minds is a school-wide initiative that explicitly teaches students how to **Track** and record data (their score or grade on a test, for example), how to **Analyze** their score and identify the scholarly habits or other variables that impacted their score, and how to create **Plans** of Attack (POAs) that drive them to greater success with each cycle of Track, Analyze, Plan (TAP). We “TAP” into our Power Minds at American Prep each day as we take responsibility for our achievements (or lack of achievements), discover why we are experiencing the results we are having (impacting variables and scholarly habits), and make plans for improvements. We believe this process of raising the awareness in our students that they are 100% accountable and in control of their success was a major contributor to the increases in student achievement last year. We hope to prepare a video for parents so you can understand this amazing initiative and reinforce it with your student(s). Thinking critically allows us to grow in every area of life - not just academic pursuits! We are working hard to make the critical thinking process a habit our students will apply in all aspects of their lives.

Builders Themes (K-6) and Virtues (7-12)

We are very excited to evolve our Builders Program this year for 7-12 grades. Our secondary students will still participate fully in the Builders Program elements of monthly awards and an annual Builder of the Year award. However, the monthly focus areas will change from the “builders themes” to Virtues in the secondary school levels. The virtues we will be focusing on will be slightly different in grades 7-8 and 9-12. Following are the Virtue Program sequences.

Grades 7-8 Sequence:

SEPTEMBER spirited scholarship, courage	OCTOBER fortitude – strength of mind that enables a person to encounter adversity with courage	NOVEMBER gratitude	DECEMBER beauty	JANUARY integrity (honesty)
FEBRUARY prudence – healthy mind and body; seeing into the future to the good end; careful but not timid	MARCH wisdom level 1	APRIL justice	MAY pursuit of eudaimonia	JUNE generosity

American Ideals: Mapping to Lessons

We believe it is part of the public trust that we utilize the tax dollars we receive to educate our students to a solid understanding and deep appreciation of America’s founding ideals and principles. Many of you may be familiar with Our American Ideals at APA, which we recite at assemblies. This year we will expand the use of the Ideals in our teaching, connecting the curriculum we already teach to these principles. Our aim is to create a “map” of where these important concepts are taught throughout our subjects and grade levels. Our American Ideals are as follows:

- **Liberty** – our forefathers fought to realize the natural right of freedom - to pursue happiness, including rights to property ownership, free markets, religious expression, association and free speech.
- **Equality** - we believe all men (and women) are created equal, and must be treated equally under the law and in all our interactions.
- **Democracy** – All citizens have the right to vote for their chosen representation in our republic, and for causes they espouse. In America, democracy means government by the people and does not mean majority rule.
- **Respect for Rule of Law** - our nation’s laws aim to provide liberty and justice for all and should be willingly honored by all, or changed through lawful processes.
- **Patriotism: Gratitude and Respect** - we remember the patriots who sacrificed to establish these ideals amidst great opposition. We show respect for public servants who uphold these ideals today.

Civil Rights in Schools: The Biden Administration’s Education Department issued new Title IX rules in April 2024, slated to go into effect August 1, 2024. The State of Utah joined 3 other states in seeking an injunction against these rules on the basis that they believe the rules violate Title IX itself, which was created to protect women and girls and ensure their rights to access participation in sports. The new rules would require schools to

allow students of either gender to access private spaces such as bathrooms, showers, and locker rooms regardless of their biological sex, and allow for parents to not be notified of a student's request for gender transitioning accommodations at school. These rules violate Utah law and so the state filed the injunction and it was awarded. This means Utah is currently one of 14 states (other applied for injunctions in their courts) that is exempted from implementing these rules at this time.

When we consider the overturning of affirmative action by the Supreme Court last year, and now two courts overturning the Title IX rules, we are encouraged that our nation's highest courts are upholding the American founding vision of justice and equality for all. We support the colorblind theory of equality the Supreme Court affirmed, and we also support the protection of women and girls in sports and privacy that Utah's lawmakers have carefully set forth in their laws. This will allow us to create our own school policies and programs that allow fair access to all.

We are looking forward with enthusiasm to a new school year! Thank you for joining us!

Carolyn Sharette, Superintendent of Schools

The Trust of Public Education

American Preparatory Academy

A public school's central mission is two-fold:

1. To ensure that each student achieves maximum **academic proficiency** and,
2. To ensure that each student develops **virtuous character** and motivation for productive citizenry, that thereby students become effective citizens of a free nation, and possess the intelligence, skills and desire to dedicate a portion of their lives to **changing the world for the better**.

The trust of the citizens of our nation, expressed in their hard-earned tax dollars flowing to our public schools, must be maintained through strict accountability to these two objectives, and repaid by students who benefit from that public trust by their diligence, hard work and commitment to community.

American Preparatory Schools accomplishes this central mission by espousing the following tenets:

- Schools achieve maximum academic success and student proficiency by:
 - teaching skills to mastery levels,
 - imparting valuable knowledge,
 - transmitting the common culture that binds us as a nation, and
 - exposing children to supreme examples of artistic and intellectual achievement.
- Mastery of a fundamental core of knowledge is essential to a child's achievement in later grades. Material should be coherent, sequential, content-rich, and challenging, and must be taught to mastery level by the teacher.
- Standardized testing is an essential tool for measuring student learning and teacher success.
- The formation of good character goes hand in hand with mental training.
- Serious scholarship requires a willing and enthusiastic mind, self-discipline, determination, patience, and humility.
- All children can learn, although their pace may differ, and their response to higher standards is improved performance.
- The school must be structured to support parents so that they may play an active role in all aspects of their child's education.

I. Mission and Vision

American Preparatory Academy Mission Statement

To provide a classical, liberal arts education through an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.

Each program at American Prep is regularly evaluated in light of the school Mission Statement – will it promote academic achievement and/or virtuous character development? We invite all members of the American Prep community to assist in promoting and supporting the school’s mission. Feedback and input are always welcome as we work to refine our programs to better reflect our mission.

Philosophy Statement

Student academic achievement is the primary goal of American Preparatory Academy. We believe that only when students master fundamentals and are fluent in the basic foundational knowledge of the major disciplines can they move on to effectively express their knowledge and master higher-level skills.

Therefore, the foundation of our instruction will focus on mastery of fundamentals. We define mastery as the ability to demonstrate knowledge and skills repeatedly and accurately. This requires repeated instruction in the subject matter, increasing degree of challenge and considerable practice. As our students master the fundamentals, our instruction focuses on sequential building of conceptual knowledge and promoting independent expression of knowledge. APA students demonstrate individual internalization of conceptual knowledge through extensive written work and verbal presentation. This focus on repetitive, sequential knowledge acquisition, combined with extensive expression of understanding, prepares APA students for advanced study at high school and collegiate levels.

School Model

American Preparatory Academy is a liberal arts, classical education school model. In the modern sense, this means that we teach a broad range of topics as opposed to “specializing” or teaching vocational skills. In a traditional sense, it means that we adhere to the concept of the Trivium, as interpreted to represent three stages of knowledge acquisition. The Grammar phase is identified with the young child (0-9), who easily memorizes songs, poems and factual knowledge. The Logic phase (9-14) is identified with learners “connecting” their factual knowledge in a logical manner, “making sense” of things. The Rhetoric Phase (14-beyond) is that in which students learn to coherently and persuasively defend their logic in writing and speech. (In medieval times, these three designations were subjects of study preceding the study of arithmetic, geometry, astronomy, and music.)

Virtuous Character Development

In order to establish an excellent institution and a loving, positive atmosphere at American Prep, we must build a foundation of virtuous character in our students and ourselves. We also believe that mental training goes hand-in-hand with the formation of a good character. We have firmly planted these ideals into our institution through a district-wide “Builders” theme and Ambassadors Program. All staff, parents, and students work together to “build” our great school on the following principles.

Building Foundations

Expectations: High expectations in academics and character reflect the unwavering confidence we have in our students. We believe that our students can and will achieve whatever is set before them. High expectations are the vital first step toward achieving our school mission of academic excellence and virtuous character development for each student. The confidence engendered in our students by the high expectations we hold motivates them toward excellence.

Effort: We believe that properly reinforced effort is the key to achievement. Our students and staff know the value of hard work and are committed to working hard every day. The fruits of work are real and satisfying and are won without exception by those willing to engage in work earnestly and consistently. The fruits of work cannot be borrowed or lent.

Enthusiasm: Enthusiasm propels one on to greater effort. Enthusiasm makes work enjoyable and provides encouragement for others to put forth increased effort. It is the responsibility of every member of the American Prep community to bring enthusiasm to their work and to their associations at school.

Encouragement: Expertise in the art of encouragement is a hallmark of American Prep staff. Nearly constant, expertly applied encouragement is required to balance the high level of rigor we require of our students.

Excellence: Excellence is a self-perpetuating value. When one achieves excellence, motivation is generated that leads to a natural increase in expectations and encourages one to apply effort and enthusiasm to obtain new, even higher levels of excellence.

Builders and Ambassadors Programs

Builders Theme

The Builders Theme is reinforced by our “Builders Song” (K. Woodcox, 2004) and the “Builders” poem (below). Each student and staff member memorizes this poem and recites it at school events and in classrooms. It is also promoted through monthly “Builders Mottos” and “Builders Awards” that are presented to students and staff. We ask all members of the American Preparatory community to conduct themselves as builders by asking themselves the question: “What would be building behavior?” Keeping the standard of behavior at that of a “builder” makes it easy to know how to conduct oneself and promotes a positive place for learning.

Builders

*I saw them tearing a building down,
A gang of men in a busy town.*

*With a yo heave ho and a lusty yell,
They swung a beam and the sidewall fell.*

*I asked the foreman if these men were as skilled
As those he would hire if he were to build.*

*He laughed and said, "Oh, no indeed,
Common labor is all I need,*

*For they can wreck in a day or two,
What builders have taken years to do."*

*So I asked myself, as I went my way,
Which of these roles am I to play?*

*Am I the builder, who works with care,
Measuring life by the rule and square?
Or am I the wrecker who walks the town,
Content in the role of tearing down?*

*I've made my decision; I'll start today,
I'll be a builder in every way.*

- Anonymous and Howard Headlee

Builders Mottos

	Starts with an EVEN year (i.e.: 2024-2025)	Starts with an ODD year (i.e.: 2025-2026)
August	Be a Builder!	I am a builder when I am Prompt & Punctual
September	I am a builder when I Build with Enthusiasm	I am a builder when I Build with Enthusiasm
October	I am a builder when I Demonstrate Integrity	I am a builder when I am Perfectly Honest
November	I am a builder when I Express Gratitude in Word and Deed	I am a builder when I Express Gratitude in Word and Deed
December	I am a builder when I looking for ways to serve others (Kigatsuku)	I am a builder when I looking for ways to serve others (Kigatsuku)
January	I am a builder when I think positive thoughts about myself and others	I am a builder when I Work diligently
February	I am a builder when I use my words to encourage others	I am a builder when I Befriend others
March	I am a builder when I quickly acknowledge mistakes and humbly make amends	I am a builder when I'm willing to try and when I believe in my ability to succeed
April	I am a builder when I face obstacles with determination and positivity	I am a builder when I use kind and courteous words
May	I am a builder by respecting my body and mind	I am a builder when I'm utterly reliable
June	Be a Builder!	I am a builder when I respect my body and mind

Ambassador Program

American Preparatory Academy is committed to helping students become great scholars and exceptional citizens who contribute to the world in which they live. This is accomplished through our structured academic model and orchestrated Ambassador Program.

Every student who attends APA is a participant in the Ambassador program. The character development ideals embodied in the Ambassador Program are championed from kindergarten through 12th grade. **The program is not an extra-curricular activity**, but an integral part of the two-fold mission of APA, which is to promote rigorous academic instruction and strong character development.

The Ambassador curriculum is built upon seven areas of focus: social graces, professional behavior, self-management skills, peer leadership experience, community service, civic awareness, and arts/cultural appreciation.

The Program begins in the elementary grades with the character traits of a builder. A new Builder virtue is introduced at the first **Show What You Know** K-6 assembly of each month and is discussed throughout the month. A few students who exemplify the previous month's virtue are selected to receive the "Builder of the Month" award at this assembly. Secondary students also follow the Builder tradition with monthly Builder awards and assemblies.

In each K-6 classroom, focus is given to the professional protocols of social dining, introductions, greeting others and making eye contact. In fifth grade, the extended Wednesday workshops begin, combining games and activities in a festive and fun atmosphere to teach further professional skills. These training workshops continue through 12th grade.

As the student progresses through the Ambassador Program, the calendar of events expands to include: service projects, cultural events, legislative experiences, and other opportunities for each student to practice the professional and social skills they are mastering.

The Ambassador Program is designed to develop the leadership qualities of an Ambassador. An Ambassador is a Representative, an Advocate, and a Leader—an individual who *naturally puts into practice* the social and professional protocols necessary for success in the business world, educational pursuits and family relationships.

The Ambassador Program is a part of the APA Character Development curriculum and attendance at Ambassador events is required.

Our American Ideals

American Prep values and embodies the American ideals of liberty, equality, democracy, rule of law and patriotism. We reference our nation's Declaration of Independence in that we believe that all students and staff have been endowed with certain, unalienable rights that we respect at school. As a classical school, human flourishing is our aim and we believe it is our duty to teach and demonstrate these ideals in our schools. Included in the important rights of each student is that of being viewed as an individual of great worth to our community. ***Every person in our school community is equally viewed as a person of unmeasurable value and potential.***

We carefully work to ensure that:

- The right to fully participate in our school programs is available equally to each student.
- The right to opportunities to develop character traits of diligence, hard work, humility, and scholarship are available to all students equally.
- Each student and staff member are viewed, treated, and respected as a full and equal member of the community.
- All students, regardless of disability, are included in classes and non-academic activities to the maximum extent possible

Perpetuation of our Democratic Republic

American Preparatory Academy's aim is to engage in efforts that prepare our students to actively participate in preserving our nation's form of government. We believe this is best achieved by our school community coming together in unity around our American ideals including liberty, equality, democracy, rule of law and patriotism - and thus preparing our students to "change the world for the better".

These shared ideals provide a solid foundation on which to discuss and persuade and debate issues. We believe public education must provide a foundation for successful dialogue.

We believe that every individual has the right, the freedom and the responsibility to share ideas and to develop informed opinions, and that this process naturally results in diverse opinions among our students, staff and families. We believe this diversity of opinion is a positive, even vital, aspect of American life. As a classical education school, we teach students the process of respectful dialogue. Our interactions must meet the school's standards for decency and respect, and invite all in our community to assist us in promoting respectful communications as the standard at the school.

We believe that it is often through disagreements that we learn the most and advance our understanding of one another and of important issues. We believe that a healthy environment of diverse opinions and ideas, expressed appropriately, strengthens our students, staff, families and community.

We believe it is in conflict with our school's shared ideals of democracy, equality and freedom to disrespect the thoughts, ideas or opinions of others or take steps to minimize their expression. We believe that ideas and opinions should be appropriately articulated, discussed and debated.

We acknowledge that disagreements will be part of any vibrant democratic community, and we believe when principles of freedom and respect are applied, disagreements will ultimately strengthen us. In reality, it is in large part the appropriate communication regarding our differences that opens the doors to understanding each other and that understanding binds us together as a community.

These principles of freedom and respect apply to all within our community equally. No individual or group has special privileges or unique constraints when it comes to appropriate freedom of expression.

We recognize that opinions and ideas will be shared among students and staff informally as a matter of course in their classes and social interactions. We believe this is a healthy and important aspect of a high-quality educational experience.

We believe that debate, argumentation, and persuasion when conducted upon the foundation of freedom, equality, and respect, will benefit our students and our nation.

We are confident that properly facilitated discussions will result in successful communication of ideas and an ability for students to learn how to agree to disagree, which is a vital skill for a successful and effective community member in our free nation.

Parental Rights in Utah

Utah has a very strong parental right law which clearly states that:

“The state recognizes that a parent has the right, obligation, responsibility, and authority to raise, manage, train, educate, provide and care for, and responsibly discipline the parent's children; and the state's role is secondary and supportive to the primary role of a parent.

It is the policy of this state that parents retain the fundamental right and duty to exercise primary control over the care, supervision, upbringing, and education of their children.”

American Prep honors this law and we therefore view our role as one of supporting parents in their responsibilities to educate their children. We encourage parents to read the “Rights of Parents” and “Children's Rights” law which can be found at <https://le.utah.gov/xcode/Title62A/Chapter4A/62A-4a-S201.html>.

II. Daily School Operation

Schedules

1. School will begin each day at 8:00 a.m. Parents may drop off students beginning at 7:30 a.m. each morning.
2. Students may be assigned a dismissal time based on the Academic Director's recommendation for our Academic Extended Day program. This program gives selected students 25 additional minutes of academic assistance following the first dismissal time each school day. Please follow this schedule for pickup times:

School Hours

	M, T, F		W, Th		Half Days	
	School Begins	School Ends	School Begins	School Ends	School Begins	School Ends
Grades K-8	8:00 a.m.	3:15 p.m.	8:00 a.m.	2:15 p.m.	8:00 a.m.	12:00 p.m.

3. Phones will be answered from 8:00 a.m. until 4:00 p.m. on school days. Please always leave a message if the phone is not answered so the secretaries can respond when they are available.
4. *School office personnel will assist students who need to call home during the school day. A phone is available for students to contact parents before and after school.*

Attendance

It is vital to our success that students attend school each day. American Prep supports a statewide goal of 95% attendance school-wide. Our academic goals will be achieved only if our students attend school regularly.

General Procedures

Due to allergies, student, and staff sensitivities, please do not bring pets into the school building when checking out students, dropping off lunches, or any other time. Service dogs are exempt.

1. If a student is unable to attend school, a parent or guardian must call the school or record the absence as excused in Skyward on the day of the absence before 8:45 a.m. to report the absence. If a parent does not notify the school, the absence will be recorded as unexcused and the student may be considered truant. **PHONE NUMBER: (435) 586-5372**
2. If the absence is illness related, we ask parents to report any symptoms or doctor's diagnosis for the child's absence. We will be tracking illnesses for potential outbreaks of communicable diseases.
3. Attendance will be kept each day at American Prep and will be reported to the administration by each teacher. Administration will track daily attendance and will report any extended absences to the Administrative Director.
4. Absences may affect a student's grade depending upon work missed.

5. Parents are encouraged to schedule appointments outside of school hours whenever possible. If unavoidable, for students in grades K-6, afternoon appointments are preferred so that students don't miss reading and math instruction.

Scheduled Absences

1. If a student needs to be absent from school for a special purpose that is known to the family in advance, the parents need to fill out a **“Scheduled Absence Request”** and submit it to the front office. Scheduled absences still count toward the total number of absences. Absences will not be approved during state or school testing.
2. When parents complete a “Scheduled Absence Request,” it is the parents’ responsibility to:
 - a. email the teacher and notify them of the planned absence
 - b. check the student’s learning plan for homework and schoolwork assignments
 - c. email the teacher to clarify any homework or classwork assignments
 - d. collect the student’s books and materials needed to complete the work – this includes making copies of needed materials.
 - e. grade student work that was assigned during the absence
3. Administration may not approve scheduled absences if a student has less than 95% attendance. If an absence is not approved, teachers may not be required to do extra work to assist the student in gathering and correcting missing work. Parents may be requested to pay for additional copies and/or assist with correcting schoolwork.

Tardies

School begins at 8:00 a.m. each morning and classroom doors are locked at that time. Students arriving after 8:00 a.m., or any other time during the day, must be accompanied into the school *by an adult* to be signed in.

Check-ins and Check-outs During the Day

1. Because we teach “bell to bell,” it is vital that students remain for the entire school day. Parents are encouraged to schedule appointments outside of school hours whenever possible. In general, afternoon appointments are preferred so that students don't miss reading or math instruction.
2. If a student needs to be checked in during the school day, the student must be accompanied into the school *by an adult* and signed in at the front desk.
3. If a student needs to be checked-out during school hours, the responsible adult must come into the school and sign the student out. For safety reasons, students will not be sent out to meet parents at the curb outside of regular carpool times.
4. To minimize missed academic time, students will not be called out of class until parents arrive at the school. Please allow 10-15 minutes to check out your student(s).
5. Both tardies and early check-outs are tracked as part of our attendance policy. We ask that **parents do not check out their student(s) early to avoid waiting in carpool.**
6. **Students will only be released to those listed as parents, guardians, or emergency contacts (as provided during online enrollment or re-enrollment), unless authorization is provided by the parent.**

7. Any adult checking out a student will present a photo ID.
8. School staff may also ask the student “who is this picking you up?” as an added safety measure.
9. Your student must be in attendance at least 4 hours during a school day in order to be considered present for the day.
10. If parents/guardians are leaving town, be sure your caregiver is listed as someone authorized to pick up your student from school. Please send us an email detailing where you will be, how to get in touch with you if appropriate, and if you have given permission to authorize medical treatment to a caregiver in your absence.

NO Check-outs During Carpool

The school office will be open for student check-outs from when school begins until 15 minutes before first dismissal. There will be **no student check-outs after that time**. Please arrange to arrive early if you need to check-out your students before the end of the day

Check-outs for Special Awards

If one of your children is receiving a *special award* at the school, and you would like his/her school-age sibling(s) to observe that recognition, you **must** use the same procedures for checking your child out of school. **For security reasons, no one is ever allowed to go directly to a classroom to pull a child out of class.**

End-of-day School Check-outs

If parents know of a regular conflict for which the student must be dismissed early (like a practice that is scheduled after school consistently at a time that needs special consideration) the parent can seek administrative approval so that the school can facilitate this need for the family. The school secretaries will help parents through that process. If there is a one-time appointment that a student needs to be excused for early, the parent should check their student out using the normal procedure, ensuring they arrive at the school well before 15 minutes before the end of the school day, as the office is closed for check-outs 15 minutes before the end of the school day. Parents need to leave sufficient time for school staff to retrieve students and get them to the school office.

Students are only retrieved from classes when parents are at the school office and have checked them out. The school will generally not retrieve students early based upon a phone call from parents telling the school they are “on their way, please have my child waiting.”

We ask that parents not **check out their student(s) early to avoid waiting in carpool, or for other reasons of convenience**. Excessive checkouts may result in a student being placed on Attendance Probation or Attendance Warning.

Attendance Violations

Excessive Absences

1. If a student has more than 9 absences (not necessarily consecutive) without prior written approval of the student's application for “**Extenuating Circumstances**,” the Director will send a letter to the parents outlining that the student has been placed on “**Attendance Probation**” and a meeting with school administration and/or the governing board may be required. It is important to note that our promotion policy requires a student to attend a minimum number of school days to receive a recommendation to be promoted to the next grade.

2. Please note that we are required to remove from our enrollment any student who is absent ten or more consecutive days of school without extenuating circumstances.

Excessive Tardies

1. Elementary students who arrive after 8:00 a.m. will be considered tardy and will report to the front desk at the entrance of the school where they will sign in and get their attendance slip to take to their teacher.
2. A school administration official will record the tardy students' names. Every tardy is recorded.
3. After 6 tardy arrivals in any one term, the student will be placed on "**Attendance Warning.**"
4. If 6 additional tardies are accrued in any additional term, the Director will notify the parents via letter that their student has now been placed on "**Attendance Probation,**" the result of which may be a required meeting with administration and/or the Governing Board.

Excessive Check-outs

1. A student who is checked out early more than 3 times in any quarter may be placed on "Attendance Warning."
2. A student with two or more quarters in violation of the early check-out limit may be placed on "Attendance Probation" the result of which may be a required meeting with administration or the Governing Board.

Calendars

At the beginning of each school year, each family will be given a copy of the School Calendar for their reference throughout the year. Additional calendars may be requested if needed. School calendars are also available on-line at www.americanprep.org. Current school events and updates may be found in the weekly school newsletters. School calendars are subject to change. You may view the most up-to-date calendars for this campus by using the following link: <https://cedarcity.americanprep.org/calendar/>

Academic Calendar 2024-2025

Begins on Next Page

Day	Date	Event
M - F	Aug 5 - 9	<i>Staff Only - DI Training Week</i>
M - F	Aug 12-16	<i>Staff Only - Preservice</i>
Friday	Aug 23	Meet and Greet 12:00 pm - 4:00 pm
Monday	August 26	First Day of School
Wednesday	August 28	Parent Orientation 5:00 pm - 7:00 pm
Monday	September 2	<i>No School - Labor Day</i>
Friday	October 4	<i>Early Dismissal - Elementary Grading</i>
Thurs-Fri	October 17 - 18	<i>No School - Fall Break</i>
Tuesday	October 22	<i>Early Dismissal - Professional Development</i>
TBD	Week of Veteran's Day	Veterans Day Assembly at 9:00 am
Friday	November 8	<i>No School - Parent Teacher Conferences</i>
W- F	November 27 - 29	<i>No School - Thanksgiving Break</i>
Monday - Friday	December 23 - January 3	<i>No School - Winter Break</i>
Monday	January 20	<i>No School - Martin Luther King Jr. Day</i>
Friday	January 24	<i>Early Dismissal - Professional Development</i>

Day	Date	Event
M - F	Aug 5 - 9	<i>Staff Only - DI Training Week</i>
Friday	February 7	<i>Early Dismissal - Elementary Grading</i>
M - F	February 17 - 21	<i>No School - Midwinter Break</i>
Thursday	March 24	Builder of the Year Assembly at 9:00 am
Friday	March 14	<i>No School - Parent Teacher Conferences</i>
Tuesday	March 18	<i>Early Dismissal - Professional Development/ACT testing for secondary</i>
M - F	April 14 - 18	<i>No School - Spring Break</i>
Monday - Friday	April 21 - May 23	<i>*No excused absences permitted* - Assessment Days</i>
Wednesday	May 21	Memorial Day Assembly at 10:00 am
Monday	May 26	<i>No School - Memorial Day</i>
Thursday	June 5	Last Day of School
Monday -	June 6 - 13	<i>Staff Only - Post Service Training</i>

Elementary Term Dates

Term 1: August 26th-October 11th

Term 2: October 21st -December 20th

Term 3: January 6th -February 14th

Term 4: February 24th -April 11th

Term 5: April 21st - June 5th

Secondary Term Dates

Term 1: August 26th-October 11th

Term 2: October 21st -December 20th

Term 3: January 6th- April 4th (includes Winterim)

Term 4: April 14th- June 5th

Report cards are released on the last day of the term

School Closures and Delays – Weather Related

American Prep schools will remain open, when possible, even if weather conditions are severe, as we know that for some of our families it is very important that school is open on scheduled school days. American Prep is concerned about the safety of all students, staff, and patrons. We encourage everyone to use caution traveling safely to and from our schools and buildings.

American Prep recognizes that the decision to keep children home when weather conditions are severe is always at the parents' discretion. Students who are kept home by a parent or guardian will not be penalized for their absence or tardiness. Make-up schoolwork may be necessary, but schools will accommodate students on the timely completion of required assignments or tests.

On occasion, the weather may be so extreme that American Prep will close schools or implement a late start or early dismissal. In the past, we followed the district where our schools reside for these decisions. Beginning with the 20-21 school year, **this will no longer be the case.** American Prep will make decisions for each campus on a case-by-case basis. The following information outlines the communication procedures that will be followed if such school closures or delays become necessary.

School Website and Social Media

The school will post on its website at www.americanprep.org the status of each campus as early as possible in the morning, but by 6:30 a.m. This is the **FIRST** place that parents should go to find the closure information. No announcement means normal operation. Closures or late starts are for one day only.

Text Messages from the School

Families who can receive text messages from the school will receive a text with any weather-related changes to the school schedule.

Media Announcements

There may be announcements on radio or television related to school closure information. These usually take place between 6-8 a.m.

Types of School Closure

1. “Schools Will Be Closed”
2. “Schools Will Start Late” (this means school will begin 2 hours after its normal start time)
3. “Schools Will Dismiss Early” and parents will be notified via text message when the dismissal is in effect

Make-up Days

The Utah State Board of Education requires a minimum of 180 instructional days of school. Days lost because of inclement weather will be made up as per policy.

After School

Afterschool Clubs

Each year there will be opportunities for students to participate in afterschool clubs. The clubs available and the grades that may participate vary from year to year depending on the interest of teachers and/or parents in sponsoring a club. Parents/staff interested in organizing a club should contact the School Director for more information.

Carpool

For the safety of our students, PLEASE do not operate cell phones or allow other distractions to your attention during carpool.

Please make sure you are here to pick up your students **promptly**, to allow our teachers to go home on time!

Further carpool instructions will be send separately.

Late Pickup

- Students need to be picked up promptly within 15 minutes of their assigned dismissal time.
- Parents who arrive after carpool is completed must come into the school to sign out their students.
- If parents consistently fail to pick up their students on time, they will be contacted by administration for a conference. If the late pickups continue, it will be considered a violation of the Acceptance of Policy.

Student Behavior at Carpool

1. Students are to walk directly to the pick-up curb. No students are allowed to play on the playground during carpool pickup.
2. No pushing, shoving, or horseplay of any kind.
3. No swinging of backpacks, lunch boxes, or any other items. Hands, feet and belongings must be kept to self.
4. No yelling, screaming, or speaking in loud voices.
5. Students are expected to have all belongings when they go out to carpool and are not allowed back in the building once dismissed.

6. Use of cell phones or electronic/smart devices are prohibited during carpool and may be confiscated if staff sees students with them after school.

Carpool Suspension

If a student is persistently disruptive during carpool or refuses to follow carpool procedures, they may be put on carpool suspension and will not be permitted to participate in the normal carpool process. The length of the suspension will be determined by administration. If any student in your carpool is on carpool suspension, the driver must park and come into the school to get the student. Students on carpool suspension will be instructed to sit in a designated area until their driver comes inside to escort them out.

Carpool Maps

To be determined and distributed separately.

Pledge of Allegiance

Students will recite the Pledge of Allegiance as a class each day. During school-wide assemblies, the Pledge of Allegiance is recited as a school-wide event.

Valuables at School

It is not recommended that students or staff bring valuables onto the school campus. American Prep cannot be responsible for damage to or loss of valuable items. Items found in hallways, bathrooms and other school areas that are not claimed by a student will be placed in the Lost and Found. Parents are encouraged to check the Lost and Found frequently for their student's missing items. Periodically, any unclaimed items will be donated.

Holiday Celebrations

At American Prep, we celebrate holidays differently than many schools traditionally do. Some holidays are explored and taught in our Core Knowledge curriculum. At times, holiday traditions may be incorporated into the fun, culminating activities that go along with our units of study in History and Science. Other holidays are celebrated as a school with special recognition assemblies. Holiday music may be included in our music classes. Academic time is never sacrificed for class "holiday" parties. Some holidays to note:

Constitution Day (September) - APA has a special Constitution Day program every year that is live-streamed on Facebook and parents can watch/hear the reading of the entire Constitution and Bill of Rights on Constitution Day (September 17th).

Halloween (October)—We do not celebrate Halloween at school.

Veterans Day (November)—We celebrate Veteran's Day with a school-wide assembly where we honor our invited veteran guests. The students also participate in writing activities that express their respect and appreciation to our nation's veterans.

Thanksgiving (November) —The Builder theme for the month of November focuses on being grateful and expressing that gratitude through word and deed. Classes may have related activities. Kindergarten holds a Thanksgiving feast.

Religious Holidays (Christmas, Kwanza, Hanukkah, Ramadan etc.) — These holidays may be discussed as part of the curriculum and to help students understand what others in our school are doing and experiencing. We may sing songs from these or other similar holidays as part of the curriculum in our music classes.

Valentine’s Day (February) — We encourage students to show they care by doing good deeds for others all during the month. Often, the school participates in a school-wide service project during February. If students wish to exchange valentine cards or treats (completely optional) they may within the following guidelines:

- All classmates must be included in the giving.
- Treats must be wrapped as they will be placed in backpacks to be enjoyed at home.

Memorial Day (May) – Students perform and participate in a school-wide assembly and learn about the meaning and history of this holiday. Students, parents and staff have the opportunity to participate in a “poppy fundraising drive” to benefit veterans.

Birthday Celebrations at School

Teachers will generally celebrate a student’s birthday during the school day closest to their birthday and have a special way of acknowledging that student. Due to food sensitivities, we have adjusted our birthday recognition policy. **In place of cupcakes or other birthday treats, parents who wish to recognize a child’s birthday may do so by providing pencils, erasers, or other small items for classmates. Latex items are prohibited.** This is not something that needs to be done, but if parents choose to, it is acceptable. **Parents, please do NOT bring any birthday treats, balloon bouquets, flowers or other birthday items to school.** This becomes a distraction in the school day, and we are sensitive to the feelings of the students whose parents cannot or do not do something similar for them. If you have questions on what is acceptable please contact your child’s homeroom teacher.

At times, students may consume food at school that parents do not send – for example, by trading lunch items or having special food at a culminating activity. It is imperative that parents disclose any food allergies to the school by filling out a Health Alert form so that precautions can be taken to prevent allergic reactions in students (see [Student Medical Information](#)).

Invitations to parties outside of school

Birthday parties and other parties held during the year are an exciting event for the child hosting the party and those who are invited. It can be a very disappointing time for a child who has not been invited to the same party. Out of respect and consideration for the feelings of all students, please do not distribute invitations to birthday parties or any other personal parties at school—before, during, or after—unless an entire class is invited. If only a portion of the students in a class is invited, please use other ways—outside of school—to contact those students and parents. To assist parents, APA may provide a class-level directory upon request at the beginning of the year. If you do not want to participate in the class-level directory, you may opt-out of sharing Directory Information. The student directory may include student name, parent name, address, phone number, and email address. We appreciate your consideration.

Unity and Diversity; Opt-out Policy

It is vital to our mission and to our community that we are unified in purpose. We recognize the strength we have in our different cultures, nationalities and religious faiths and we honor the diversity of our students and families. Our strength and unity is built as we honor and embrace our diversity while focusing on our shared mission of academic excellence and character development for each student.

Parents may exercise their ability to opt-out their student of any activity they determine is in conflict with their religious or cultural tenets. If it is a classroom activity (such as a book you don't wish your student to read), parents may exercise this opt-out by speaking with the classroom teacher and selecting an alternative activity. If it is a school-wide or ambassador activity, parents may opt-out after first observing the activity and then submitting a Request for Waiver of Participation Form (available at the main office). Administration will review the request to ensure that religious freedoms or exercise of rights of conscience are not infringed. Alternative activities may be required. We also recognize prayer in school as a Constitutionally protected right. American Preparatory Academy is neutral on the RISE test opt-out. We do not encourage nor do we discourage opting out of this test.

Non-Discrimination Statement

APA employees and students shall not be subjected to discrimination in employment or any district program or activity on the basis of age, color, disability, gender, gender identity, national origin, race, religion, sexual orientation, veteran status, or any other protected class. APA is committed to providing equal access and equal opportunity in its programs, services, and employment, including its policies, complaint processes, program accessibility, district facility use, accommodations, and other Equal Employment Opportunity matters.

Title VI

Title VI, 42 U.S.C. § 2000d et seq., prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

Title IX

Title IX is a federal program that protects our employees and students from any acts of sexual harassment, sexual violence, or gender-based harassment. The full Title IX Complaint Procedure/Dispute Resolution Policy is available at our website: <https://www.americanprep.org/wp-content/uploads/2020/07/Employee-and-Student-Title-IX-Policy.pdf>

The following person has been designated to handle inquiries regarding the non-discrimination policies and practices at APA:

Unity & Diversity Coordinator: Peri Daley	Regional Office of Civil Rights for Utah
Address: 12894 Pony Express Rd	Denver Office
Suite 600	U.S. Department of Education
Draper, UT 84020	Cesar E. Chavez Memorial Building
Phone: 801-797-0089	1244 Speer Boulevard, Suite 310

Email: pdaley@apamail.org

Denver, CO 80204-3582

Phone: (303) 844-5695

Email: OCR.Denver@ed.gov

III. Health and Safety

APA Health and Wellness Policies can be found on our policy website at <https://www.americanprep.org/wellness-policy/>.

Wellness

At American Prep, the health and wellness of our students is very important to us.

- Staff, students or family members who are ill should not come to the school.
- Regular hand washing and sanitizing will be implemented at the school daily.
- Cleaning of desks and facilities will occur on a regular basis using approved cleaners.
- In order to learn effectively, students need to have a healthy breakfast and nutritious lunch daily.
- Sugar motivators (skittles, gummy bears etc.) have been replaced with other options in our classrooms (bookmarks, pencils, stickers etc.)
- Culminating activities or other events may involve food as part of the curriculum.

Student Medical Information

1. A parent/guardian will complete a Health Alert form for each student as part of school enrollment.
2. Students will not be allowed at school without the health information on file in the front office.
3. Parents of students who have specific or special health concerns, chronic illness, or are in need of medication during school hours will add that information to the Health Alert form at the time of enrollment. This information will be given to the school nurse who will create a red Health Alert folder to be kept at the school office. This folder will contain information on procedures to follow in case of illness or emergency, as well as any necessary parental permission. Should changes occur that may affect the student's care, it is the parent's responsibility to notify the school and to update the Health Alert form at the school office.
4. Parents who wish to give specific instructions regarding air quality days need to include this information on the Health Alert form. This form may be updated anytime during the year.
5. The school nurse will provide teachers with health files on students with health concerns, chronic illnesses or who take daily medication during school hours.

6. At times, students may consume food at school not provided by their parent(s) – for example, by trading lunch items, or receiving a birthday treat or having special food at a culminating activity. It is imperative that parents disclose any food allergies to the school by including this information on the Health Alert form so that precautions can be taken to prevent allergic reactions in students.

Immunizations

By law, every student must be immunized before entering school or must complete a vaccination exemption form prior to entering school. Prior to school, every student must have the following immunizations:

Entry Requirements

- 5 DTP/DTaP/DT - 4 doses if 4th dose was given on/after the 4th birthday
- 4 Polio - 3 doses if 3rd dose was given on/after the 4th birthday
- 2 Measles, Mumps, Rubella (MMR)
- 3 Hepatitis B
- 2 Hepatitis A
- 2 Varicella (Chickenpox) - history of disease is acceptable, parent must sign verification statement on school immunization record

Seventh Grade Entry Requirements

- 1 additional dose of Tdap prior to entering 7th grade
- 1 dose of Meningococcal prior to entering 7th grade

The data is to be tabulated on a Utah Certificate of Immunization form and signed by your physician. Parents need to bring the original to the school for verification. The school will make a copy of the certificate and put it in the student file.

If you would like to opt-out of immunizations, you must go to this website and complete the module:

<https://immunize.utah.gov/immunization-education-module/>.

Print the form and return it to the front office.

Illness During the School Day

In case of illness, students will come to the school office. School staff will contact parents if they deem it is necessary. ***Students who are ill (fever, vomiting, excessive or productive coughing, runny nose and/or eyes) must be picked up immediately from school.*** If a parent cannot be reached, the emergency contact listed on the student enrollment form will be notified to come and pick up the student. If a student feels ill but there are no obvious symptoms of illness, the school secretary may, after conferring with the parent, invite the student to rest in the school office for 10 to 15 minutes to determine if the symptoms will subside. If the student is not feeling better after this time, the parents will be contacted again and will need to pick up the student.

Medications

Students in need of prescription medication during the day will need a doctor's note, the medication in the original container, and a signed release form. Trained staff will dispense medications that comply with this policy. ***Non-prescription medication will not be dispensed unless the parent brings the medication to school and signs a release form.***

Students with asthma may carry their inhaler to school in their backpacks ***only if*** the office has on file the above three items as well as a special, parent release form that may be obtained from the office. These documents must be on file with the office even if the student only occasionally carries the inhaler to school. ***It is vital that every inhaler is marked with the student's full name in permanent marker.***

Air Quality

The school shall check the air quality index from the website <https://air.utah.gov/currentconditions.php?id=slc>. When there is an orange or red air quality day, the school secretary will forward air quality reports to the Director and staff. The Director shall determine if inside recess is appropriate to avoid hazardous air quality for individual students or for the school at large. Parents who wish their student(s) to stay inside on a particular air quality day must complete a health alert form and return it to the school office, outlining the parent's directions to the teacher.

School Lunch

Parents are expected to provide a nutritious lunch for their student(s) each day. Parents who send lunch to school with their student should ensure that the lunch is nutritious. We recommend that parents provide a lunch that contains recommended foods for growing children, including fresh fruits and vegetables. Lunches that consist of a bag of chips and a sweet drink are not considered nutritious. No soda or drinks with red dye are allowed. Sometimes older students are left with the responsibility of packing their own lunch and they choose items that are not nutritious or substantial enough to get them through the afternoon. Some parents have felt this is a natural consequence and use this as a way to teach their child responsibility. We urge parents to find other ways to teach those important lessons so that their child's education does not suffer. ***It is the parent's responsibility to ensure the student has healthy food in their lunch each day.***

Elementary students have a minimum of 20 minutes to eat lunch in the classroom where instructors supervise and encourage students to eat their lunch. Microwaves are not available. We encourage parents of elementary students to pack a lunch that can be eaten cold.

Security

Building Security

1. The main entrance doors will be unlocked by 7:30 a.m. each day for student arrival.
2. All other doors remain locked throughout the school day. Doors must not be propped open for any reason.
3. The school premises are monitored by both video and audio surveillance in most classrooms and video surveillance in common areas.

Safety on grounds

1. Students must stay within the fenced areas of the schoolyard.

2. If a ball or other play equipment needs to be retrieved, a teacher or other adult should retrieve it.
3. In addition to the items listed under VI. Code of Conduct, skateboards, roller skates, roller blades, skate shoes, and scooters are not allowed on school premises.

Comprehensive Emergency Response Plan

1. In the event that the school premises must be evacuated, staff will escort students to a safe location.
2. Once students are located to a safe location, staff members will contact guardians and/or other approved adults from the family registration cards.
3. The [APA Emergency Response Plan](#) is available as a quick-access flip-chart and is located at each classroom exit.

IV. Academic Policies

Our academic policies support our academic mission and philosophy (see [Mission and Vision: Academic Achievement](#)).

Academic Success

American Prep is a “school of choice” with a rigorous academic program. American Prep’s academic program comprises three vitally important components:

1. the work and effort of the teachers and staff
2. the work and effort of the students
3. the support of the parents

Teachers and Staff Component

We believe that it is the responsibility of the school to provide effective organizational systems, positive motivation, excellent teachers and relevant, interesting curriculum for each student so that they can achieve academic success at American Prep. Our staff and teachers are trained and well prepared to teach our students. They are an experienced group of professionals who are enthusiastic about their job in assisting your student as they achieve academically and learn and grow. However, if a teacher is not putting forth sufficient effort to enable the students to achieve mastery in their content area, the administration is committed to rectifying this through staff development, coaching and training. If the teacher, after the remedies have been implemented, continues to be unsuccessful in working at the level required, they will be dismissed ([see School Compact](#)).

Student Component

Likewise, the students at American Prep bear much responsibility with regard to exerting effort and completing assigned work so that they can benefit fully from the excellent academic programs of American Prep. Most students who attend American Prep are well prepared and bring their own enthusiasm and love of learning to school with them each day. We are confident that working together, all students can achieve academic success at American Prep ([see Student Compact](#)).

Parent Component

We recognize that parental support is key to student achievement. American Prep parents commit to support the learning process by ensuring their student has time each day for studying, a place at home to study, by checking the learning plans daily, ensuring their student completes their homework each night on-time arrival and minimizing absences, providing healthy food for lunch, and engaging in positive communication to address questions, concerns or provide feedback ([see Parent Compact](#)).

Organization

An important and vital component of academic achievement is that of organization of student work. American Prep students will be given tools and training that will assist them in becoming independent students and in organizing their school work, thus maximizing the potential for them to succeed.

Dockets

Each student at American Prep will be issued a docket at the beginning of the first year they are in attendance. Replacement dockets must be purchased from the school office and are \$10.00. Folders can be replaced for \$2.00. Students must use the school-issued docket. Students should not place heavy objects like books in their dockets nor place stickers on the outside of their docket.

1. The docket will contain several colored file folders representing the following subjects:
 - a. Red – Reading
 - b. Yellow– Mathematics
 - c. Green – Science
 - d. Blue – History
 - e. Orange – Spelling
 - f. Purple – Language Arts
 - g. Manila - Music
 - h. Manila - Take Home
 - i. Gray – Reading University
 - j. White - Student Achievement Tracker
1. Students will take the docket home each night and will bring it back to school each day.
2. If students lose or damage their docket, they will need to purchase a new one from American Prep for their use. Unless given approval by administration, students must use the APA issued docket.
3. One purpose of the docket is to help American Prep implement a “no loose papers” policy. All papers should be placed in the correct file folder inside the docket. In this way, students always have with them what they need – in class and at home. Parents can easily look through a student’s docket and get a clear picture of what work is being produced and what areas are being studied, thus allowing them to extend and expand the learning at home.

Learning Plans

1. A learning plan will be issued to each elementary student at the beginning of each week. In the younger grades, teachers write the week's lessons, subjects covered, and assignments on the learning plan for the students. In the older grades, students will fill in the subject areas on the learning plan in each class each day.
2. ***Parents will review their student's learning plan each night.*** When assignments are completed, parents will initial the learning plan. If a student is unable to finish an assignment, the parent is to circle and initial the assignment indicating they are aware of the assignment that must be completed.
3. Elementary teachers or instructors will check the Learning Plan each morning for signatures, and at the end of each day to ensure the student has filled in the subject area boxes correctly and completely.
4. Group teachers will take the time at the end of each class period and explicitly instruct their students to get out their Learning Plan and will guide them in filling in the Learning Plan box correctly and completely.

Homework

Homework is an integral part of the education program at American Prep. It is an extension of the classroom lessons and should directly relate to class work. It reinforces skills and concepts that are taught and helps develop good study skills and habits. It also informs parents of what is being taught in the classroom. As a classical school, students should expect to study and learn at home in addition to what they learn in school. Families should spend time in academic pursuits together – reading, discussing, and sharing thoughts and ideas. It is the hope of American Prep that our students will come to love learning and desire to spend free time studying and reading. To assist our families in developing lifelong learners, American Prep has adopted the following policies based upon these principles:

Homework Policy

1. Homework is assigned with coordination between teachers and consideration of the importance of child participation in family activities and responsibilities. Students will be given homework most weekday evenings. It is our intention that homework given will be appropriate, relevant, interesting and at times, challenging. Homework assigned should not be new material for students, but should be a review, extra practice, or an extension of material already taught in school.
2. Students should be able to complete their homework within the time frames below, with the exception of special projects or ***in cases where the student fails to complete classwork in a timely manner***, or if a student falls behind due to tardy arrivals, absences or failure to attend to learning ***or use time effectively during the school day***. These times do not include music practice or free reading time. Students in grades 1-4 should read an additional period of time each evening (at least 15 minutes). In grades 5-6 this time may, but will not always, include free reading time. Students in advanced math and reading courses may need additional time for homework completion each evening.
 - Kindergarten - 10 minutes
 - First grade – 20 minutes
 - Second grade – 30 minutes

- Third grade – 40 minutes
- Fourth grade – 50 minutes
- Fifth grade – 60 minutes
- Sixth grade – 60 minutes

3. *An American Prep student should spend time each day studying, whether or not homework is assigned.* If no homework is assigned, students are encouraged to review math facts, work on RISE Math, practice writing, study spelling words, or read a book with their parents. We believe it is in the best interest of our students to spend a portion of their free time reading, studying, and playing games that are mentally stimulating.

4. If a parent believes the homework assigned is excessive or if their child is not receiving regular homework, they may fill out a “**Homework Response Form**” (available at the school office) and return it to the teacher. Administration will review all response forms.

Home Learning Environment

1. *Parents need to provide an environment in the home that will make it possible for students to engage in scholarly pursuits at home on a daily basis.* A successful learning environment contains the following elements:

- a. a quiet place to study and complete assignments;
- b. access to necessary tools (pencils, paper, adequate lighting, resources such as reference books); and
- c. freedom from distractions (TV, video and computer games, distracting music or conversations)

2. *American Prep recommends that families adopt a no screen time policy Monday through Thursday.* Ample research has demonstrated that it is not beneficial for students to watch TV and play video games on a daily basis. Lack of physical exercise is resulting in obesity in epidemic proportions in our country. We encourage our families to provide opportunities for their students to exercise and study during the weekday evenings.

3. American Prep recommends that families, where possible, establish study time in the early evenings, allowing their students time after school to engage in physical activities. We encourage families to engage in study time together, possibly at a central location such as the kitchen table. Parents may sit and study or complete work of their own while students complete their work. Family study time works well as parents are close by to act as a resource should the student need it, and also to help keep the student focused on studying. Parents can easily sign the learning plan when assignments are completed.

4. American Prep recommends that parents review the academic scope and sequence received from their student’s teacher, then utilize the public library to further enhance their student’s exploration in any given subject.

Academic Communication

Elementary

- A learning plan will be provided to each student each week. Students will bring the learning plan home in their docket each day. Information regarding schoolwork, activities and homework will be communicated to American Prep families from the teacher to parents each day via the learning plan. Learning plans are a daily communication tool that parents and teachers can use to communicate regarding academic progress.
- Parents are encouraged to check their student's grades at least weekly on ALMA, the online Elementary grading system (this link will be distributed to all parents)
 - Logins/passwords are available from the Academic Coordinators.
- Parents are responsible for checking regularly for any missing work on ALMA.
- Elementary report cards will be issued the last day of each term.

Classroom Disclosures (Secondary)

1. At the beginning of each class, teachers will send home a disclosure for the class, explaining in some detail what topics will be covered and when, allowing parents to supplement and extend the student's learning at home.
2. A learning plan will be provided to each secondary student at the beginning of the school year. Students will be encouraged to use their learning plan to track school work, homework, project due dates, test dates, etc. Correctly utilized, the learning plan is also a good source of information for parents to learn what their student is studying.
3. Secondary parents and students may check on the status of assignments and grades at any time through Skyward.
4. Term final grades will be available online the week following the end of the term.

Communication with Students

Communication with students by all adults in our community shall be undertaken with our school vision in mind:

1. To provide a safe, fun, nurturing learning environment that is safe physically and emotionally.
2. Positive communication will be used by all staff, at all times. Corrections, when necessary, shall be undertaken within the context of encouragement.
3. Positive communication will be taught in a concrete manner to students.
4. Positive communication will be modeled by staff for families and students.
5. Positive communication will be addressed through regular, written communication from the school administration.
6. Because we believe that achievement is most effectively achieved through properly reinforced effort, staff members will watch for opportunities to notice and acknowledge effort in a positive manner.
7. If a student needs to be corrected, it is best done in close proximity to the student using a normal voice tone and calm manner.
8. If a group of students is involved in a negative situation, staff members shall separate the students and counsel with them individually.

9. Communication with students will reinforce American Prep’s culture of inclusiveness, kindness and teamwork.
10. Communication with students will characterize our belief in the unlimited value of each individual student to our school community.
11. It is APA policy that our staff not “friend” or accept “friend requests” from K-12 students or former minor students on social websites.

Elementary Academic Benchmarks

The following courses are considered the “benchmark” courses for each elementary grade level. “Benchmark” means that the course is the expected course for students to be able to succeed at that grade level. Students who are enrolled in courses which are below these courses are not on grade level. Parents can see which course their student is enrolled in by logging into their child’s ALMA account. APA strives to accelerate the learning of students who are performing below grade level standards (benchmarks). This may mean the students spends additional time on task during the school day (Double-Dose), is enrolled in the After-School Extended Day (AED) program, or is asked to do additional at-home work to get to grade level.

Math		Reading			Spelling	
<u>Grade Level</u>	<u>Grade Level Standard</u>	<u>Grade Level</u>	<u>Grade Level Standard</u>	<u>National Benchmark</u>	<u>Grade Level</u>	<u>Grade Level Standard</u>
End of K	CMC A L. 61	End of K	RM 1 L. 160		End of K	n/a
End of 1st	CMC B L. 120	End of 1st	RM 2 L. 160	69 WPM	End of 1st	A-G
End of 2nd	CMC C L. 120 or Saxon 3 L. 140	End of 2nd	RM 3 L. 140	111 WPM	End of 2nd	K
End of 3rd	Saxon 5/4 L. 120	End of 3rd	RM 4 L. 140	123 WPM	End of 3rd	N
End of 4th	Saxon 6/5 L. 120	End of 4th	RM 5 L. 120	144 WPM	End of 4th	Q
End of 5th	Saxon 7/6 L. 120	End of 5th	RM 6 L. 120	155 WPM	End of 5th	S
End of 6th	Saxon 8/7 L. 120	End of 6th	LBDI 6	162 WPM	End of 6th	U

Academic Programs and Enrichment Activities

American Preparatory Academy supports a number of academic and enrichment activities each year in which students from varying grade levels may participate. These may include: Spelling Bee,, Speech Festival, Science Fair, and others.

Reading University - RU

American Prep's Reading University is a program of *student independent reading*. The purpose of the program is to encourage students to read many books each year. Independent reading has been shown to be a defining indicator in a student's lifetime academic success. *It is our goal to create enthusiasm in students to read independently.*

The grade students receive in RU on their report card will reflect the numbers of books they have read each term. Book lists will be available on the school's website at <https://www.americanprep.org/reading-university/>. Books from the Reading University book lists are also available to the students in the classroom for check-out. We encourage parents to make use of the public library and attend often with their students.

Students may also receive rewards for books read. Students can redeem a ticket rewarded by the homeroom teacher at the school RU store.

School Promotion Policy

Teachers may not recommend for promotion any student who does not meet the criteria for promotion (see below). The administration will form an Academic Review Team to review all relevant documentation for each student not recommended for promotion. The Academic Review Team will consider relevant data and information regarding the student's performance, including but not limited to: grades, attendance, academic achievement records including assessments, work product, learning plans and extenuating circumstances in order to determine if the student qualifies for promotion to the next grade.

In order to recommend promotion, the Academic Review Team will utilize concrete data to ensure that the student demonstrates sufficient skills and content knowledge to be successful at the next grade level. If the student does not demonstrate sufficient skills and content knowledge (as evidenced by grades, test scores and other evaluative measures including but not limited to those listed above) to be successful at the next grade level, the student will not be recommended for promotion and will be offered a seat in the current grade for the following school year.

Promotion of Elementary Students

Students must meet minimum criteria for promotion each year. Teachers may *automatically* recommend a student for promotion only if the student meets the following criteria:

1. Student passed all subjects four terms of the year with at least a C grade.
2. Student attended school a minimum of 160 days (less than 21 absences).
3. Student passed at least the lowest level of the skills classes – reading and mathematics - for their grade level.
4. Student has not been suspended during the school year.

Promotion of Jr. High Students

Jr. High Students must meet the minimum criteria for promotion each year. Teachers may *automatically* recommend a student for promotion only if the student meets the following criteria:

1. Student passed all subjects three quarters of the year with at least a D grade.
2. Student attended school a minimum of 160 days (less than 21 absences).

3. Student has not been suspended during the year.

Academic Failure

We recognize that we cannot control student effort, participation, and willingness to work, nor do we control parental participation. We feel it is our duty to provide all the tools necessary and do all we can to motivate students to succeed. *Ultimately, we recognize that student effort is controlled by the student and motivated by the parent, and after all we can do, academic success will not be the result if the student and/or parent is unwilling to do their part.*

If a student consistently fails to participate in the American Prep academic program, or if their parent fails to honor the Acceptance of Policy and/or Parent Compact, and after counseling with the student and parent and working to increase participation, the School Administration may recommend that the Governing Board hold a meeting with the family to discuss the areas of concern. Any of the following, and other violations of the Acceptance of Policy or Student or Parent Compacts or other school policies may result in a Governing Board meeting:

- Students who fail the academic course of study as a result of lack of effort.
- Students who display willful noncompliance as evidenced by failure to turn in consecutive assignments or participate in classwork.
- Parents who are unwilling to review and sign the Learning Plan each day for students, and who fail to ensure their student completes assignments.

Online Course Policy

APA's curriculum is aligned with and exceeds state standards. Students are provided opportunities to take all state mandated coursework during their 4 years of high school.

If a student chooses to take additional coursework, the state of Utah provides the State Online Education Program (SOEP). Information regarding the state program can be found here:

<http://www.schools.utah.gov/edonline/>

APA will allow a student to take one full credit of original online coursework each summer between their high school years at no expense to the student. Courses must be taken through the state's program. Students may only take courses which are part of their graduation plan but cannot replace the APA Core curriculum. Counselor approval is required before a student enrolls in the course. APA reserves the right to deny access to a course without prior approval or if the course is not required for graduation. Students and parents are responsible to adhere to the rules of the state's program.

Any courses taken beyond the allowable credit are at the expense of the student. Courses may not be taken for credit recovery.

V. Dress Code

Beliefs and Guidelines

Our dress code is based on our belief that uniforms:

1. Increase respect for students by other students, staff, parents, and public
2. Decrease distractions in the learning environment
3. Increase respect for learning for students, parents, and staff
4. Simplify school readiness on a daily basis for parents and students
5. Prepare students for future success by teaching them professional dress

Our dress code was developed with these guidelines in mind:

1. Simplicity – as few pieces as necessary to achieve benefits listed above
2. Equity - Few optional pieces to avoid student distinctions
3. Affordability
4. Durability
5. Ease of implementation by students, parents and school staff

Dress Code Policies

1. Students should be in school dress code clothing any time they are on school grounds during the school day, with the exception of PE and recess times.
2. Students must be in full uniform to enter class. If a student is missing a portion of their uniform, they may be referred to the office. The student will call home with the member of staff to inform parents that they are out of uniform. The student will receive a uniform infraction allowing them to finish the day in classes. Students have three opportunities per year to phone home and receive an infraction to remain in the class. After the third time being out of uniform if a student arrives to school without the complete uniform, they will be directed to the office to phone parents and wait until the missing uniform pieces are brought for them to return to class.
3. Nametags are supplied by American Preparatory Academy. Nametags are part of the required uniform and will be subject to APA uniform policies. Students are asked to leave their name tags at school at the end of each day so that they are less likely to be lost or forgotten. Lost name tags may be replaced for \$5.00 from the school office. Lost magnet backs may be replaced for \$1.

General Policies

1. All clothing must be clean and in good repair (without holes).

2. We recommend labeling all clothing with your child's name.
3. Permanent or temporary tattoos, body art, colored or designed adhesives on visible skin surfaces are not allowed.
4. Short fingernails to allow for proper participation in all academic activities are required of all students.

Exemptions

Under the Utah Code, the school administrator is allowed to grant an exemption from complying with the dress code requirements to a student for extenuating circumstances or religious reasons. The administrator will carefully consider all requests for exemptions, and grant those which meet the standard of necessity. For instance, unusual medical circumstances might constitute an exemption, as may a religious requirement such as the wearing of a headpiece. The administrator is directed to develop individual dress guidelines which, insofar as is possible, approximate the approved dress code for each student who receives an exemption from the dress code due to extraordinary circumstances.

Uniform Guide Access

Consult the American Prep 2024-2025 Uniform Guide for details regarding the approved uniform. Uniform Guides are available at the school office and one is distributed to each family annually. You may also find the guide on the school's website at: www.americanprep.org under the Parent Resources tab, <https://www.americanprep.org/topic/uniforms/>.

School administration has final discretion regarding uniform compliance. Students will call home every day they are not in compliance. Students may not be allowed to attend class if they are out of uniform.

Financial Hardship; Other Hardship

If a family is experiencing hardship, we encourage them to meet with a School Administrator who will be able to point them to resources in the community whereby they may find assistance. If a family is under financial hardship, they may contact a school administrator to discuss the ways in which American Prep may assist them in procuring uniforms for their student.

VI. Code of Conduct

Students and staff at American Prep will conduct themselves in a respectful, honorable manner. Members of our community will respect the mission of American Prep, and this will be reflected in their conduct and interaction while on school premises.

The school reserves the right to modify these procedures or sequence of consequences according to student need and as determined by the School Administrator or his/her designee. For violations of the Code of Conduct that threaten the health, safety or welfare of others, the School Administrator or designee may immediately suspend students and/or begin expulsion proceedings according to the Suspension/Expulsion portion of the Code of Conduct (full text of Code of Conduct Suspension/Expulsion is available from the school office upon request).

Core Principles

1. All students and staff members benefit from a learning environment that is free from disruption and harassment, and one that is physically safe and emotionally nurturing. Students at American Prep will not be allowed to disrupt the learning process.

2. All students are capable of appropriate conduct in the school setting.
3. It is the responsibility of the teachers and administrators to explicitly teach the behaviors that are expected and the behaviors that are unacceptable to each student in each setting at the school.
4. It is the responsibility of the student to learn self-discipline and to adhere to the Code of Conduct.
5. It is the responsibility of the parent to fully participate in the process of teaching the student appropriate conduct and supporting disciplinary measures.

Goals

1. All students will have access to a learning environment free from disruption and harassment.
2. Students will be physically safe at American Prep.
3. Students will be emotionally nurtured at American Prep.
4. Students will learn appropriate conduct by practicing self-discipline and will be able to generalize their understanding of appropriate conduct to situations other than those specifically and explicitly taught.
5. Discipline training will be utilized at American Prep. Discipline refers to the process of teaching positive behaviors and allowing students opportunities to practice those positive behaviors until they become proficient at controlling unproductive behavior.
6. Consequences imposed as a result of unproductive behavior will be meaningful and effective, with the goal always being that the student is motivated and empowered to improve his/her behavior.

Dress

Students and staff will dress according to the school Dress Code guidelines, exhibiting respect for themselves and others.

Language and Communication

Students, staff, and parents are encouraged to speak at all times with respect and kindness. Language that is positive and promotes the mission of American Prep will be taught, modeled, and fostered. Students and staff will notice positive behavior in others, and will commend others for their efforts. Language that builds, supports, and encourages will be frequently and consistently used. Communication will be positive. When corrections need to be made by staff members, this will be done privately whenever possible, and always in a respectful, kind manner. Positive language and encouragement will follow any necessary corrections. Gratitude will be expressed frequently and consistently by students and staff, both in word and in written form.

If parents are made aware of inappropriate communication or language of a staff member, either first-hand or by report of their student, ***we ask that they contact a member of the school administration immediately.*** Staff members are not to speak to students regarding topics such as human sexuality (with the exception of specified classes and utilizing approved curriculum). Staff members are not to discuss topics that may be considered crude or offensive to students or others. Staff members may not violate generally accepted community standards of decency. Staff members should take care to refrain from using slang that may be offensive to students' religious beliefs.

Staff should never direct students to keep information secret from their parents regarding what happens in a classroom, at the school or regarding something the teacher has said. Doing so is justification for immediate removal. If parents are made aware that this has happened, we ask that you notify administration immediately.

Parents are expected to communicate with all staff members in a professional and respectful manner. This includes, but is not limited to, refraining from verbal, nonverbal, or physical conduct that is intended to intimidate or distress an employee (Utah State Code §53G-9-6-601). Administration is willing and eager to listen to, address, and resolve all parent concerns. If at any time communication becomes unprofessional or disrespectful from either party, the staff member or parent may ask to resume communication at a later time.

Behavior

Comportment—Students and staff will demonstrate correct behavior with regard to their physical selves. Hands and feet will be kept to oneself, and respect will be shown by walking in an orderly manner in the hallways and in other school areas. Interaction will be friendly and helpful, without horseplay or other physical demonstrations that are inappropriate. Gang prevention and intervention activities are incorporated into American Prep's Behavior Code and Character Education programs (see Virtuous Character Development policy).

Abusive Conduct – The verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. Staff who have experienced abusive conduct from a student may follow procedures outlined in the Staff Manual to file a grievance.

Bullying – American Prep defines bullying as disrespect shown toward classmates, displayed as physical or verbal aggression, domination or disrespect. Bullying of any type is not permitted at American Prep. No form of aggressive physical interaction among students is acceptable. Verbal threats, even when couched in “jokes”, are not tolerated and will be disciplined. Sarcasm and teasing may be considered bullying. Eye rolling, shoulder shrugging, and audible sighs may be considered bullying behavior. School staff will assess interactions and determine if behavior is considered “bullying” based upon what a reasonable adult would consider offensive behavior that has made or has the potential to make the school environment uncomfortable or hostile for the student.

Harassment – any unwelcome and offensive behavior, conduct, or communication that targets an individual or a group based on their race, color, religion, sex, national origin, disability, or other protected characteristics. Harassment can take various forms, including verbal, written, physical, or electronic actions that create an intimidating, hostile, or offensive atmosphere.

Hazing – Hazing is a form of bullying that is done for the purpose of initiation or admission into, any school or school sponsored team organization, program, or event, or against a person who is associated with such. Victim consent or acquiescence does not remove culpability or diminish consequences for any form of bullying, and any instances will be addressed according to the Code of Conduct.

Electronic Bullying – American Prep defines electronic bullying as acts that are initiated by students, often outside of school hours using the internet, instant messaging, social media, email or cell phone texting, which target other students, teachers or staff members and in which student, teachers or staff are spoken of or to in a negative or threatening manner. When these acts result in students or staff feeling uncomfortable about attending school, a hostile school environment has been created. We believe it is our responsibility to ensure that all students and staff feel comfortable and

welcome at American Prep, and therefore American Prep considers these acts as bullying and we may initiate discipline procedures and parent notification if they occur.

Students should not take pictures or recordings of classes, school activities, classmates, or school property without express written permission of the school administration and those whose pictures they take. Posting online or distributing in any other way pictures or videos of school classes, school events, or classmates without permission is a violation of the code of conduct that warrants suspension and/or expulsion.

Gang Prevention and Intervention – American Prep is a welcoming and safe campus. We do not tolerate gang affiliations, symbols, graffiti, recruiting, initiations, or other gang-related activities at our campus. School faculty and personnel are trained to recognize early warning signs for youth in trouble. Faculty and personnel report suspected gang activity to school administrators who will investigate all reports. The parent/guardian will be notified in a timely manner. Other actions may include suspension, expulsion, activity restriction, restorative compensation, and law enforcement notification. Gang prevention and intervention activities are incorporated into American Prep's Behavior Code and Character Education programs (see Virtuous Character Development policy)

Sexual Conduct – Any form of sexual conduct is prohibited at American Prep including all sexual behavior even when consensual. These standards are enforced at all times on the school campus and extend to off-campus events or activities when sponsored by or connected to American Prep. Students who report sexual abuse or unwanted sexual contact shall not be penalized for reporting the behavior and American Prep will not tolerate retaliation from those involved in the abuse.

Safe Environment for All – We believe it is our responsibility to ensure that all students and staff feel comfortable and welcome at American Prep, and therefore, American Prep will promptly investigate reports of negative behaviors impacting school safety. These reports will be considered by the Administrative Director or Elementary Director, and for those found to have exhibited destructive negative behaviors, may result in: an office referral/infraction record, development of a behavior modification plan, suspension, reassignment, expulsion, dismissal, or other appropriate measure (See School Discipline Plan). Law enforcement will be informed of all acts that constitute suspected criminal activity. The Office of Civil Rights will be notified of all acts that may be violations of civil rights.

Parent Notification – When a report of negative, non-building, or bullying behavior leads to the creation of an office behavioral form, parents of involved students will be required to sign and return the form to the school. Parents will also receive a phone call from the school. Parent Intervention or other involvement may be required in resolving the behavior (see Parent Intervention Guidelines). When a student reports physical harm or feels threatened at school, directors will contact the individual's parents in a timely manner. Discipline measures may be revealed to the extent permitted by federal and state law, including the FERPA Act, as amended.

When a student reports physical harm or feels threatened at school, directors will contact the individual's parents in a timely manner. Discipline measures involving other students may only be revealed to the extent permitted by federal and state law, including the FERPA Act, as amended. When a student threatens to commit suicide, parents will be promptly notified. The school director will produce and maintain records verifying that the parent/guardian was notified of the incident or threat.

Reporting – Any student, parent, or staff member may report an incident of negative, non-building or bullying behavior to a teacher or to the appropriate school director. Anonymous reports will be investigated, but disciplinary action will not occur in the absence of additional evidence. False reports are prohibited. School officials will respond appropriately.

Restorative Practices – The building and sustaining of relationships among students, school personnel, families, and community members to build and strengthen social connections within communities and hold individuals accountable to restore relationships when harm has occurred.

Retaliation – Any student, parent, or staff member who reports an incident of harassment shall not be penalized for reporting the behavior. American Prep will not tolerate retaliation from those involved in the abuse, and any such incidents will be reported to the appropriate school director.

Discipline Records – Discipline records will not be disclosed to a person who is not authorized to receive the record. The district Records Management Officer assures that discipline records are maintained, retained, and destroyed according to GRAMA laws, the district’s student data privacy policy, and the Records Retention Schedule of the state of Utah. Aggregated, non-identifying student behavior data is analyzed annually for school improvement and is provided bi-annually as required by the federal Office of Civil Rights.

Parent Intervention – Parent will attend school with the student and follow the Parent Intervention Guidelines.

Suspension – Suspension means the student is not allowed to attend class or any school activities for a specified period of time. Suspension shall be from one to ten days maximum.

Expulsion – Student is removed from enrollment at American Preparatory Academy.

Willful Non-compliance – Students who refuse to participate in the programs of American Prep or who fail to complete the consequences imposed by administration.

Truancy – Failure to attend school. Utah is a compulsory education state. Students are required by law to attend school each day. If students chronically fail to attend school, defined by American Prep as missing more than five days per year with no communication from the parent regarding the absence, American Prep will report this information to a truancy officer.

Academic Integrity

One of the foundational beliefs at American Preparatory Academy is that students can achieve excellence both in academics and in character. Success in college and in a chosen career is contingent on individuals producing their own work and ideas. Plagiarism and/or copying are not tolerated at American Prep.

Cheating: Obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means.

Plagiarism: The act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Plagiarism includes: copying work from any online source and submitting for credit, copying from another student’s homework, quiz, or test; discussing answers or questions on a quiz or test (unless such discussion is specifically authorized by the teacher); obtaining or making copies of a test without authorization from the teacher; using notes on a quiz or test when not specifically authorized by the teacher; or other similar activity; failing to put a quotation in quotation marks and using proper citation; using AI resources such as ChatGPT to generate work to be submitted for credit; etc. It is expected that students will acknowledge sources in work submitted for grading.

If it is clear a student has cheated or copied someone else’s work and turned it in as his/her own, the student is subject to the following consequences:

1. Work that has been compromised by academic dishonesty such as cheating, plagiarism, or reporting dishonest scores will receive no credit and the student may not have the opportunity to redo the assignment for points;
2. On the first offense, a student who has participated in any form of academic dishonesty as outlined above shall be suspended for one day; and
3. On the second offense of academic dishonesty, the student shall receive a multiple-day suspension and he/she may be required to attend an expulsion hearing before a discipline council.

Infractions

The following behaviors are considered infractions of the Code of Conduct. This is not an exhaustive list and the school administration may deem other actions or behaviors violations of the Code of Conduct:

1. Any behavior or action which materially and substantially disrupts school work and discipline
2. Disruption of the learning environment, including speaking in class without permission
3. Lack of control of hands or feet – pushing, hitting, kicking, tripping, etc. without malice - horseplay
4. Lack of control of hands or feet – with malice or perceived malice
5. Use of profane or offensive language
6. Disrespect, defiance or insolence toward staff
7. Disrespect shown toward classmates (including bullying and electronic bullying)
8. Abusing, misusing or destruction of property
9. Physical or verbal harassment
10. Possession or use of a banned item (see Banned Items list)
11. Academic Dishonesty - Cheating/Plagiarism
12. Stealing
13. Leaving school premises without permission
14. Skipping class
15. Arriving tardy to class
16. Littering
17. Chewing gum
18. Appearing out of uniform
19. Truancy (not attending school without parent permission)
20. Sexual harassment
21. Inappropriate physical contact
22. Possession of any of the following (see Banned Items list for additional banned items)
 - a) Perfumed/deodorant sprays
 - b) Caffeine Pills/Energy Drinks/Sleep pills
 - c) Any non-prescription medication that is not approved through school policy/procedures (see III. Health and Safety)
 - d) Permanent Markers (except by teacher permission)

Banned Items

Weapons and dangerous substances are not allowed on the premises of American Prep. Possession or use of any of the following items may be grounds for immediate expulsion:

- Drug paraphernalia
- Controlled substances
 - narcotics
 - tobacco, cigarettes, e-cigarettes/vapes, and other electronic smoking devices
 - Alcohol
 - prescription medications
- Weapons, including real weapons or look-alike weapons
 - Toy guns (Nerf, Rubber band Shooters, Airsoft, etc.)
 - Any explosive, noxious, or flammable material (including aerosol cans, such as deodorant sprays)
 - Matches or lighters
 - Bullets
 - Knives or other cutting tools (other than school scissors)
- Sexually explicit material – written, pictorial, or electronic including nude depictions of either gender in a sexual content.

Technology Usage Policy

All students and staff members who wish to use computers at American Prep must sign the technology usage agreement before they are eligible to utilize American Prep computers.

Students are not allowed to have cell phones of any type, (smart or basic) including smart or basic watches, in their possession during the school day.

If a device is brought to school students must secure it in their backpacks or lockers, and if they fail to do so it will be collected by school administration.

A phone is available at the front office for use before and after school.

[Learn more about our Minimize Tech/Maximize Happiness Initiative here.](#)

Valuables, Electronic Devices, and Games

It is not recommended that students or staff bring valuables onto the school campus. American Prep cannot be responsible for damage to or loss of cell phones or other valuable items. Cell phones, electronic games and devices are not allowed at American Prep and will be confiscated by faculty if found on campus. Cell phones are distracting to our academic efforts at American Prep and can be impactful to our safe school culture. Students may not use their cell phone once they leave their vehicle and until they get into their vehicle at the end of the day. In addition, students may not have their phones in their possession during the day and must leave their phones in their backpack or locker if they chose to bring them to school. This policy extends to smartwatches, tablets, or any other internet accessing device when being used for activities like texting, calling, social media, internet browsing, etc.

If a student is found using a cell phone or other prohibited device in the building or has possession (outside of their backpack) of a cell phone while in the building, at recess, or at carpool, faculty will collect the phone and turn it into the office. The following is the procedure for device confiscation and applies even if the phone allegedly belongs to a friend:

1. The first time a phone or device is collected, the student may retrieve it from the office at the end of the day;
2. The second time a phone or device is collected, a parent or guardian must retrieve it from an administrator;
3. The third time a phone or device is collected, the school will hold it until the end of the year.
4. Further infractions may result in increasing terms of suspension and meetings with administration.

If a student has an urgent need to communicate with their parent, they can approach a staff member and ask permission to go to the secretary's office. Calling parents to check when they will arrive, to ask where they are, or to tell them something about their day are not urgent needs.

It is not recommended that students or staff bring valuables onto the school campus. American Prep cannot be responsible for damage to or loss of cell phones or other valuable items such as smartwatches and AirPods.

K-6 Discipline Plan

Teachers in K-6 classrooms are responsible for teaching appropriate conduct and addressing unproductive behavior. Teachers will follow American Prep's CHAMPs program of positive motivation and explicit teaching to accomplish this. Card charts will be utilized in grades K-6 to help students learn to manage their behavior. Daily reports of the student's behavior color will be sent home on the Learning Plan.

In the event a student's behavior violates the Code of Conduct, the Teacher or the School Administrator may implement the Discipline Plan, and any of the following may occur:

- Office Behavior Referral Form
- Phone call home
- Conference with parent and student
- Parent Intervention (parent attends school with student)
- Suspension (student does not attend school for a specified period of time)
- Expulsion

Students who physically harm other students will not be allowed to remain in the classroom.

American Prep does not have a form of "in-school" suspension. If a student is not able or allowed to attend class due to his/her inability to properly participate or as a result of a discipline referral, a Parent Intervention (see VI. Code of Conduct: Parent Intervention Guidelines) or a Suspension will occur.

Secondary Discipline Plan

Generally Utilized Infraction Procedure

1. Student may receive a verbal warning from staff member who witnesses the infraction.
2. Staff member who witnesses the infraction will determine if an infraction referral is warranted.
3. If the infraction warrants a referral, the student will report to the office to receive the referral form.
4. The staff member who witnessed the infraction will fill out the referral form and give it to Secondary Administration.

Referral Process

1. **Administrative conference with student, contact parents** - Parental support is vital to the success of the Code of Conduct as consequences out of school are often more effective in producing motivation than consequences imposed in school. It is the parent's role as the school's partner to have a home consequence prepared that will discourage the behavior from recurring.
2. **Teaching and Instruction** - The school provides to each family annually the Parent-Student Handbook, which contains the Code of Conduct. Parents and students are asked to review the Handbook and sign the "Receipt of Handbook" demonstrating they have fulfilled this requirement. The first step in the discipline process is conferencing with the student and reviewing the Code of Conduct to ensure the student knows and understands the violation of the Code of Conduct.
3. **Application of consequence** - Student will make amends to those offended or impacted. Amends may include verbal apologies, written apologies, restitution of property, and other amends as determined appropriate by the teacher or school administration.
 - First Offense: Parent Intervention (parent attends school with student)
 - Second Offense: Short-term suspension (1 day)
 - Third Offense: Short-term suspension (3 days)
 - Fourth Offense: Long-term suspension (10 days) and review of potential expulsion proceedings

Students who physically harm other students will not be allowed to remain in the classroom. American Prep does not have a form of "in-school" suspension. If a student is not able or allowed to attend class due to his/her inability to properly participate or as a result of a discipline referral, a Parent Intervention (Code of Conduct: Parent Intervention Guidelines) or a Suspension will occur.

Parent Intervention Guidelines

Goals

Allow the parent the opportunity to view their student in their learning activities at school so they can provide the needed supports and structures at home to assist the student in finding success at school.

Engage the student's parent to assist the student in learning:

1. How to stay focused on doing their best on all of their work.
2. How to be respectful to the teacher and focus on learning.
3. How to conduct themselves in an appropriate manner in each learning environment at school.

Review with the parent and student what is expected of the student at school each day:

- Students at APA are expected to do their best on all work. (“...ensure that every student achieves academic success...” See Mission Statement.)
- Students are expected to respect the teacher and focus on learning. (“...provide an orderly, safe, and nurturing learning environment...” See Mission Statement.)
- Students are expected to govern themselves and control themselves in all situations at school. (“...develops good character...” See Mission Statement.)

Parent’s Duties

1. Stay with the student at all times – sitting close to student desk during class time, transition with the student.
2. Fill out the data tracking form for Parent Interventions.
3. Re-direct the student back to learning whenever necessary.
4. Teach the student how to show respect to the teacher (i.e.: eyes on the teacher, feet flat on the floor, mouth closed, hands on the desk, etc.)
5. Help the student to see the value in self-control and self-governance.
6. Take any/all opportunities to teach correct behaviors during learning time, transitions, lunch, recess, etc.
7. Instill in their student the desire for success at school.
8. Parents should focus on their child’s behavior and not interfere with the teaching and learning environment.
9. Parents should refrain from being on cell phones or computers during this Parent Intervention time.

At the end of the intervention, the teacher, student, and parent will meet to discuss the positive effects of the intervention and help the student set goals for a successful school year. If more coaching is needed, parents will be invited back to coach for an extended period of time.

Suspension and Expulsion Policy

It is extremely rare in elementary school for students to engage in behavior that results in serious consequences such as long-term suspension and expulsion. However, we include this information for these situations so parents have an idea of the processes the school would implement in such cases. This information is intended to demonstrate the importance APA places on student safety and a safe school environment.

Definitions

- (a) “Director” means the Director of American Preparatory Academy or his/her designee.
- (b) “Governing Board” means the Governing Board of American Preparatory Academy, which is the governing body that has authority under the law to suspend or expel students attending APA and to delegate this authority to a designee of the Governing Board’s choice.
- (c) “Disciplinary Committee” means a committee of five parents, chosen from among the parent volunteers listed as eligible by campus Administrators and annually reviewed by the Governing Board at American Preparatory Academy.
- (d) “Expel,” “expulsion,” “expelled”, or another form of the foregoing means termination of educational services and removal from American Preparatory Academy.
- (e) “Long-term suspension” means a suspension lasting longer than 10 days, but not removal from American Preparatory Academy.
- (f) “Parent” means the custodial parent(s) or guardian of a student attending American Preparatory Academy.
- (g) “School day” means a day in which school is scheduled to convene in regular session.

- (h) “Short-term suspension” means a suspension of 10 days or fewer.
- (i) “Student” means a student of American Preparatory Academy who is not disabled as that term is defined under Federal law.
- (j) “Disruptive Student Behavior” means any behaviors as defined in 53G-8-210 that are grounds for suspension or expulsion from school as well as behavior that does not warrant removal.
- (k) “Qualifying minor” means a school-age minor who is at least 9 years old or turns 9 years old at any time during the school year.

When student behavior violates the Code of Conduct, school administration may determine that a suspension or expulsion is warranted and necessary to successfully implement the mission of the school.

Short-term Suspension

Delegation of Authority—The Governing Board delegates the authority to the Director to issue short-term suspensions.

Notice and Hearing—

- (a) Upon determining that a student’s conduct may warrant short-term suspension, the Director or his/her designee shall convene an informal hearing at which the Director shall notify the student of the following:
 - (1) the specific rule(s) in the student code of conduct that the student has allegedly violated; and
 - (2) the specific conduct in which the student has engaged that violates the student code of conduct.The Director shall make reasonable efforts to immediately notify the student’s parent regarding the allegations against the student and the time of the hearing. However, if the Director is unable to contact the student’s parent, or if the student’s parent is unable to meet with the Director either in person or by telephone at the appointed time of the hearing, the hearing between the Director and the student shall proceed. The Director, in his/her sole discretion, may convene the aforementioned hearing immediately after the alleged violation of the student code of conduct.
- (b) During the hearing, in addition to the requirements stated above in (a), the Director shall provide the student an opportunity to respond to the allegations that the student violated the student code of conduct. However, in responding to the allegations, the student does not have the right to:
 - (1) take time to prepare a defense
 - (2) call witnesses to testify in their favor;
 - (3) know the identity of or cross-examine witnesses who have complained against the student;
 - (4) have counsel present; or
 - (5) remain silent, such that a student’s refusal to speak may be interpreted as an admission of having engaged in the prohibited conduct.
- (c) After hearing the student’s response, the Director shall determine whether a short-term suspension is warranted by a preponderance of the evidence. If so, the Director shall establish the duration of the short-term suspension. Notwithstanding the foregoing, if the Director determines that the student’s presence poses a continuing danger to persons or property at American Preparatory Academy, the Director may impose a short-term suspension before convening a hearing. However, the Director shall comply with the hearing procedures in paragraphs (a)-(c) as soon as is reasonably practicable after the danger subsides.
- (d) After rendering a decision, the Director shall document the hearing in writing or on a permanent computer file.

(e) Upon the Director's determination that a short-term suspension is warranted, the student shall be deemed suspended and shall be required to leave the school grounds immediately, provided that the Director has determined the best way to transfer custody of the student to the parent or guardian, emergency contact, or other person authorized by the parent to accept custody of the student.

(f) During the term of the short-term suspension:

(1) the student may not enter in or on the property of American Preparatory Academy, unless the Director grants prior approval;

(2) the student's absence from class will be considered unexcused; and

(3) the student will be allowed to make up any work or tests missed during the short-term suspension, but such work may not be identical to that received by students attending class. (see Utah Code Ann. § 53G-8-208(1))

(g) The Director, at his/her sole discretion, may allow for more formal hearing procedures than those stated above, but is not required to do so. During the term of the short-term suspension, the Director may also recommend to the Disciplinary Committee that the student either be placed on long-term suspension or expelled.

Long-term Suspension and Expulsion

Delegation of Authority

The Governing Board delegates authority to the Disciplinary Committee to have original jurisdiction over cases for long-term suspension and expulsion. If the Disciplinary Committee finds against the student, such decision may be appealed to the Governing Board. A student must exhaust his/her administrative remedies by appealing the Disciplinary Committee's decision to the Governing Board before appealing to a court of competent jurisdiction the decision to expel or place the student on long-term suspension.

Notice

(a) Except as provided in the Emergency Suspensions and Expulsions section, prior to expelling or placing a student on long-term suspension, the Director shall deliver notice to the student and his/her parent or his/her designee The Notice of Hearing for Disciplinary Action notice shall contain:

(1) A clear statement of the school's intent to consider disciplinary measures that may result in the long-term suspension or expulsion of the student;

(2) A clear statement of intent to hold a disciplinary hearing wherein further disciplinary action, up to and including expulsion, will be considered. The specific rule(s) in the student code of conduct that the student has allegedly violated;

(3) the specific conduct in which the student has engaged that allegedly violates the student code of conduct;

(4) the date, time, and place of the hearing, which shall take place no less than 5 school days from the date parents receive the written notice, unless the parents and the Director shall agree otherwise in writing;

(5) a copy of the hearing procedures to be followed; and

(6) a clear statement of the rights of the student and parent, which are:

i. the right to counsel, which the student must obtain at his/her own expense;

ii. the right to present witnesses who voluntarily agree to testify in behalf of the accused student;

iii. the right to have the hearing recorded;

iv. the right to a fair hearing before an impartial panel of the Disciplinary Committee.

(b) Even if the parent of the accused student does not dispute the expulsion or the long-term suspension, a hearing will be held unless the parent signs a written waiver of hearing.

Emergency Suspensions and Expulsions

- (a) A student shall be immediately expelled or placed on long-term suspension for any of the following reasons:
- (1) if the student commits any serious violation affecting another student or staff member, or any serious violation occurring in a school building, in or on school property, or in conjunction with any school activity, including:
 - i. the possession, control, or actual or threatened use of a real weapon, explosive, or noxious, or flammable material;
 - ii. the actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities;
 - iii. the sale, control, use, or distribution of a drug or controlled substance as defined in Utah Code Annotated § 58-37-2, an imitation controlled substance defined in Utah Code Annotated § 58-37b-2, or drug paraphernalia as defined in Utah Code Annotated § 58-37a-3; or
 - iv. the destruction of school property, vandalism, graffiti, or etching as defined by Utah Code Annotated §76-6-107
 - (2) if the student commits an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or a class A misdemeanor.
- (b) A student who commits a violation of section (a)(1)(i) or (a)(1)(ii) involving a real or look-alike weapon, explosive, or flammable material shall be expelled from school for a period of not less than one year subject to the following:
- (1) within 10 school days after the expulsion, the student shall appear before the Disciplinary Committee accompanied by a parent or legal guardian to discuss what conditions must be met by the student and the parent in order for the student to return to school. The provisions discussed above in subsection (a) of the Notice section do not apply to the cases described in this subsection;
 - i. if the student should be placed on probation in a regular or alternative school setting consistent with Utah Code Annotated § 53G-8-208, and what conditions must be met by the student in order to ensure the safety of students and faculty at the school in which the student is placed; and
 - ii. if it would be in the best interest of both APA and the student to modify the expulsion term to less than one-year, conditioned on approval by the Governing Board and giving highest priority to providing a safe school environment for all students.
- (c) A student who commits a violation of section (a)(1)(iii) or (a)(2) shall be immediately suspended for no more than 20 school days, during which time the Director shall issue the notice required under subsection (a) of the Notice section. A hearing shall be convened, as discussed below, which will determine whether to expel the student or place him/her on further long-term suspension.

Disruptive Behavior

Definitions

- (a) “Disruptive Student Behavior” means any behaviors as defined in 53G-8-210 that are grounds for suspension or expulsion from school as well as behavior that does not warrant removal
- (b) “Habitual Disruptive Behavior” means disruptive student behavior that has occurred six or more times, absent suspensions or expulsions, throughout the school year. Suspensions or Expulsions due to disruptive behavior may reduce the number of incidents required to qualify as habitual.
- (c) “Qualifying minor” means a student in 7th grade through 12th grade.

Notice of Disruptive Student Behavior

1. A notice of disruptive student behavior may be issued for a qualifying minor who:
 - a. engages in disruptive student behavior, that does not result in suspension or expulsion, three times during the school year; or
 - b. engages in disruptive student behavior, that results in suspension or expulsion, once during the school year;
2. A notice of Disruptive Student Behavior requires that the qualifying minor and a parent of the qualifying minor:
 - a. meet with school Administrators to discuss the qualifying minor's disruptive student behavior; and
 - b. cooperate with the local school board or charter school governing board in correcting the qualifying minor's disruptive student behavior; and
 - c. must be mailed by certified mail to, or served on, a parent of the qualifying minor.
3. The student and/or parent may contest a Notice of Disruptive Student Behavior in the following manner:
 1. If the notice is written by an assistant administrator or another designee, the appeal is made to the principal;
 2. If the notice is written by the principal, the appeal is made to the district coordinator assigned to that school.
4. A school representative will provide to the student's parent a list of resources available to assist the parent in resolving the student's disruptive behavior problem.

Habitual Disruptive Student Behavior

1. The Habitual Disruptive Student Behavior may only be issued to a student who has received a Notice of Disruptive Student Behavior and:
 - a. engages in disruptive behavior (that does not result in suspension or expulsion) at least 6 times during the school year;
 - b. engages in disruptive behavior that does not result in suspension or expulsion at least 3 times during the school year and engages in disruptive behavior that results in suspension or expulsion, at least once during the school year; or
 - c. engages in disruptive behavior that results in suspension or expulsion, at least twice during the school year.

Hearing Procedures

- (a) During the hearing, the Director either in person or through his/her duly appointed representative shall bear the burden of proving, by a preponderance of the evidence, that the accused student perpetrated the violation of the code of student conduct for which long-term suspension or expulsion is sought. Accordingly, the Director shall begin the proceedings by making a prima facie showing that the student violated the code of student conduct.
- (b) After the Director has rested, the Disciplinary Committee shall provide the accused student the opportunity to rebut the evidence provided by the Director. At all times during the hearing, the Director carries the burden of persuasion.
- (c) The Disciplinary Committee's decision may not be based entirely on hearsay, although hearsay evidence is admissible. The Utah Rules of Evidence will not control the presentation of evidence at the hearing. The presiding officer of the Disciplinary Committee has discretion to determine whether evidence is admissible.
- (d) After hearing all of the evidence, the Disciplinary Committee shall make a determination of whether to expel the student or place him/her on long-term suspension based solely on the evidence provided at the hearing and only for those charges alleged in the notice.
- (e) The Disciplinary Committee shall issue written findings of fact and conclusions of law that establish the basis for the decision. If the Disciplinary Committee finds in favor of the student, the Director may not appeal the decision to the Governing Board. If the Disciplinary

Committee issues a decision to expel or place the student on long-term suspension, the student may appeal the decision to the Governing Board as discussed below.

Appeal to the Governing Board

- (a) If a student seeks to appeal the decision of the Disciplinary Committee to the Governing Board, the student must file his/her notice of appeal with the Governing Board within 10 school days after receiving the Disciplinary Committee's decision.
- (b) The notice of appeal shall contain a concise statement of reasons why the Disciplinary Committee's decision was incorrect. However, the student may not request a stay of the Disciplinary Committee's decision.
- (c) If the student disputes the Disciplinary Committee's findings of fact, the Governing Board shall exercise de novo review by issuing a formal notice to the student as stated in subsection (a) of the Notice section and by convening a hearing within 5 school days of the student receiving the aforementioned notice, unless the parties agree otherwise in writing. The hearing shall follow the same procedures discussed above in the Hearing Procedure section.
- (d) If the student does not dispute the Disciplinary Committee's findings of fact, but instead disputes only the Disciplinary Committee's conclusions of law or the duration of the punishment, the Governing Board may provide the Director with the opportunity to respond in writing to the student's statement of reasons, which response shall be served upon the student. The Governing Board may review the submissions of the parties and the entire record before the Disciplinary Committee and issue a decision without a hearing. Notwithstanding the foregoing, the Governing Board may, in its sole discretion, convene a hearing to address any matters the Governing Board deems necessary. Prior to convening such a hearing, the Governing Board shall issue the student a notice as discussed in the Notice section and shall convene the hearing no later than 5 school days after the student received the notice, unless the parties agree otherwise in writing.
- (e) The Governing Board shall issue a written decision affirming or reversing the Disciplinary Committee's decision. If affirmed, the decision is the final decision of APA and may be appealed to a court of competent jurisdiction.

Effect of Long-term Suspension of Expulsion

- (a) If the student is suspended or expelled, the student may not enter into or upon the property of American Preparatory Academy without prior permission from the Director.
- (b) If expelled or placed on long-term suspension, the student's parent is solely responsible for undertaking an alternative education plan which will ensure that the student's education continues during the period of suspension or expulsion. The Director, or his/her designee, shall work with the parent of the suspended or expelled student to counsel the parent as to adequate alternative education options for the suspended or expelled student. However, APA will not provide the student placed on long-term suspension with the opportunity to make up work that the student missed during the duration of the suspension, and such absences resulting from suspension will be considered unexcused.
- (c) The Governing Board shall maintain a record of all suspended or expelled students and a notation of the recorded suspension or expulsion shall be attached to the suspended or expelled student's transcript.
- (d) The Governing Board or its designee shall contact the parent of the suspended or expelled student at least once a month to determine the student's progress.
- (e) The Governing Board shall be responsible for making all reports required by the Utah State Office of Education regarding students who are suspended or expelled.

VII. Parent and Family Engagement Policy

Non-custodial parent/guardian

American Prep abides by the provisions of the Buckley Amendment with respect to the rights of noncustodial parents. In the absence of a court order to the contrary, the school will provide the non-custodial parent access to the academic records and to other school-related information regarding the student. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

Likewise, non-custodial parents will have access to students during school hours in the same way that custodial parents do (including picking up the student from school) unless documentation to the contrary is presented to the school. It is the responsibility of the parents to provide the school with the appropriate documentation.

Caregivers

If parents are going on vacation, over school days and will not be available in the case of an emergency or to pick up their student, the name of the temporary guardian and contact information must be provided to the front office so the guardian can pick the student up from school while parents are away. Parents should also leave a completed medical permission to treat form with the guardian in case there is need for medical attention for the student while the parents are not available.

Visitors

Visitors are welcome at American Prep. Visitors must enter the designated front doors and sign in at the front desk. Visitors must wear a Visitor's Badge while they are in the school. Visitors are welcome to visit any classroom as part of our "empty chair" philosophy. In all classrooms there is an empty chair in which visitors can sit and observe the instructional process. Visitors should not involve themselves in the classroom. We ask that visitors not bring small children to observe in the classroom.

Volunteer Guidelines

American Prep asks families to provide volunteer service at the school. We consistently log impressive volunteer hours every year, thanks to our INCREDIBLE families and their generous gift of time and talents. This extraordinary service makes it possible for our students to have an outstanding educational experience, which would not be possible without our volunteers' assistance. THANK YOU, parents!!

Volunteers who are responsible for students without another staff member present (i.e., field trips and character development activities) need an approved APA background check every three years (see Fingerprinting section below.)

Volunteers are needed in classrooms, in the offices and for special activities and programs. We encourage parents to sign up for what activities they might like to participate in each fall at Parent Orientation, where the FSO (family school organization) will have tables set up for parents to sign up. Some of the ways parents can volunteer:

1. FSO (Family Student Organization) Committee - help coordinate all volunteer efforts at our campus

2. Classroom Volunteer
 - a. Parent Leader - Academic Support Team (AST) - this person helps coordinate parent volunteers for that classroom
 - b. Librarian - helps check library books in and out to students
 - c. Lunch assistant - this is particularly helpful in K-2 classrooms
 - d. Correcting papers, give other support as directed by teacher
3. Staff Appreciation
 - a. Bringing meals for teachers (during Parent Teacher Conferences, Staff appreciation week, Holiday party)
 - b. Activities during staff appreciation week
4. School General Volunteer
 - a. Make phone calls regarding absences
 - b. Help in curriculum room
 - c. Newsletter
 - d. Reading University Store
 - e. Facility Support
 - f. Club Coordinator
5. School Events
 - a. Spelling Bee
 - b. Speech Festival
 - c. Science Fair
 - d. Veterans Day Assembly
 - e. Builders Assembly
 - f. Memorial Day Assembly
 - g. Field Day
6. Community Building Events

It is important that volunteers work together as team members with American Prep staff members. The following guidelines are helpful in ensuring that volunteer service is a positive experience for parents and is effective for our students.

- Volunteers must sign in and out at the front office, get a Visitor's badge and wear it during the time in the building volunteering.
- Volunteer Dress & Behavior – please dress appropriately. The more we show respect for our school, the more respect the students will feel toward the school. American Prep's dress code is reflective of a high level of respect. We encourage volunteers to reflect this same level of respect in their own appearance when they volunteer at the school.
- Volunteers work under the supervision of staff.
- As a matter of professional ethics, and personal privacy, volunteers should not discuss teacher, student or school information gained while volunteering with other people. It is extremely important that confidentiality be upheld at all times. Administrators have the same expectations of confidentiality from volunteers as they do from the American Prep staff.
- Volunteers may be asked to grade student papers, and it is imperative that student work is ONLY discussed with the teacher or student, if directed by the teacher, and no one else.
- For our volunteers' protection, they should avoid being alone with one or two students. If this is unavoidable, volunteers should be sure and keep the door open or move to a hallway to work.
- Student Discipline: Volunteers have a responsibility to inform staff if there is a problem with student behavior. Volunteers should not discipline a child unless they are expressly instructed to do so by the supervising staff member.
- When volunteers are scheduled to work in the classroom with students, bringing young children is not recommended as they may become a distraction in the classroom. When coming to a meeting or a group work activity, bringing younger siblings may be acceptable.
- Volunteers have no claim to intellectual property created during their volunteer service at American Prep.

Volunteer Fingerprinting

As we strive to maintain a safe and secure environment for our students, we want to remind you of the mandatory fingerprinting process for chaperones and other volunteers with significant unsupervised time with students at our school or school activities. This process is required by the State of Utah.

To chaperone on a trip or supervise students at American Preparatory Academy, it is a requirement that each individual who plans to volunteer for these activities completes the fingerprinting procedure. Volunteering opportunities may be at athletic events, as chaperones on field trips, after school/clubs, or other time spent in a supervisory capacity with American Preparatory Academy students. The fingerprinting process is not transferable (i.e., switching parents on the morning of a field trip) and must be completed by each individual who will be volunteering.

If you plan to volunteer at APA in a chaperone role or to supervise students visit our website under Parent Resources -> [Parent Volunteer Fingerprinting Info](#).

Drivers and Chaperones

Parents may be asked to volunteer as chaperones and drivers. At APA we value our students' safety above all else. In order to make sure that our staff and parent volunteers are obeying the safety requirements set forth by APA and Utah State Law, we require anyone driving students in their personal or APA-owned vehicles to undergo a thorough driver certification process.

Certification requirements are:

1. A current copy of your driver's license
2. A current copy of car insurance card - the one you carry in your car with the expiration date in the future (must be updated before each activity)
3. An auto insurance policy declaration page (\$150,000 minimum Auto Liability Limit required)
4. Fill out an Employee/Volunteer Driver Acknowledgement form (available from the office)
5. Review "Booster Seat Flyer"

Parent to School Communication

Guidelines

Communication at American Prep, as outlined in our school vision, will be positively framed and undertaken in good faith by all parties. Anyone with a question or concern is to take it to the person most able to address it and to no one else. This allows for all members of the community to feel safe and valued, and to have confidence that all concerns will be addressed to the point of satisfaction. Feedback from all stakeholders is essential for the school to be continually engaged in a process of improvement, and feedback is more likely to be shared freely when stakeholders are confident their feedback will be carefully heard and addressed.

We acknowledge the many familial relations at American Prep. Our school was founded by a group of individuals, including family members and friends. Many of our employees have children or grandchildren who attend the school, and some of the employees are related to other employees. The advantage of having families included in our school structure is an elevated commitment level that is the result of serving our own children and the children of esteemed colleagues. Thus, the school is not just someone's "job," but is also a reflection of many family legacies and a commitment to something above and beyond the ordinary. This philosophy extends to all the families that have joined APA and brought their children, relatives and friends to invest their energies and become part of what we call the "American Prep Family." We realize that this environment may make some individuals hesitant to voice concerns. We assure you that we are dedicated to managing familial relationships professionally and addressing all concerns brought to us. We have provided a multi-level communication list with which to have your concerns addressed, so that if there is someone on the first step of the list you are uncomfortable bringing a concern to, perhaps due to a family conflict, you can move down the list to the 2nd person and start there instead. All administrators and teachers at American Prep are committed to serving our parents in an excellent way. We hope you will bring your concerns to us so that they may be speedily and effectively resolved.

For other areas of concern not listed below, including federal programs, please see the [APA General Grievance Policy](#).

Concerns must be brought by a parent about their own students or their own concerns. Due to federal privacy laws, it is often ineffective for parents to attempt to represent a group in bringing concerns to the American Prep Administration or Governing Board. Each parent's student-related concern will be initially addressed individually and confidentially. In order to preserve the confidentiality of our students, group concerns will be addressed in alignment with privacy laws and should arise from individual concerns brought by parents of students.

Channels of Communication

Members of the American Prep community who have a question, concern, feedback, or a need for information will identify the person best able to answer their question or concern or most logically to hear their feedback and will approach that person in a positive manner. We have established a clear communication list through which we invite you to bring any concerns or questions you may have. The persons listed are in order of who you should address your concern to first, next, etc. If, for some reason you are not comfortable taking your concern to the teacher first, you may take it to the next person on the communication list. **If you are not satisfied with the resolution at any level, you may take it to the next person on the communication list.** Parents should email the staff member and make an appointment.

Academic, Behavioral, or other Concern - all students

1. Student's Homeroom Teacher* - (even for groups issues) - please check student's learning plan for correct email address for homeroom teacher
2. Academic Director –Christy Hansen, chansen@apamail.org
3. School Consultant - Cindy Lawrence, clawrence@apamail.org
4. Assistant Superintendent - Academics - Jen Walstad - jwalstad@apamail.org
4. District Superintendent- Carolyn Sharette - csharette@apamail.org
5. Parent Advocate – parentadvocate@apamail.org

*Parents of students served by IEPs may also notify the student's Special Education Teacher.

Resolution Process

A parent would take an academic or classroom concern to the classroom teacher first, or, if they feel they can't take it to the teacher, should take it to the next person on the communication list. For example: If a parent has a question related to instruction or that relates to the classroom in any way, the classroom teacher should be the first person to whom the parent would go seeking information or resolution. If the parent does not feel their concern has been resolved by the teacher, they should ask the teacher for a meeting with an Administrator. If the parent desires, they may ask the school secretary for an appointment with the Director directly if they feel their concern would best be addressed at that level and they have already tried to address it with the teacher and are uncomfortable asking the teacher for an administrative conference. If the parent feels the Director has not sufficiently resolved their concern, they may bring their concern to the next person on the communication list. The last person on the list is the parent advocate member of the Governing Board. This may be done by emailing parentadvocate@apamail.org.

Non-Academic School-based concerns, such as facility, safety, carpool, or any other non-academic concern

Concerns about carpool and facility safety should be brought to the School Secretary Fancy Fodor-Roderick at ffodorrroderick@apamail.org. If the secretary is unable to resolve the concern, the secretary will notify whoever is best able to address the concern, or the parent may take the concern to a school administrator.

Concerns with regard to student emotional safety

At American Prep, student safety is of utmost concern to us. We have undertaken measures to ensure our students' safety and we will continue to increase our efforts in this vitally important area of school operation. **If a parent has any concerns about their student's safety with regard to student relationships (bullying), they should contact the student's homeroom teacher.** If they do not feel their concern is resolved satisfactorily, they should take it to the next person on the communication list above. This applies to physical safety related to anything in the physical environment, and emotional safety as well, related to relationships with peers or staff at the school.

If a member of the community is unclear who the best person is to answer their question or concern or hear their feedback, they may ask a member of the administrative staff, beginning with one of the school secretaries.

Parent Feedback and Parent Survey

American Preparatory Academy engages in a process of continuous improvement. This process relies upon input from our school community. Parents may offer feedback at any time during the year by speaking directly with school directors, or by using the school website: www.americanprep.org. There is a confidential feedback form located under Contact Us at <https://www.americanprep.org/contact/>.

In addition, we solicit our parents' views on our programs and staff members through regular surveys. Families will have the opportunity to express their level of satisfaction with all aspects of American Prep's programs at least annually. It is the goal of American Prep to have 100% parent participation in the parent surveys.

School to Parent Communication

A weekly newsletter from the Administrative Director will be emailed to American Prep families. The newsletter will contain notification of important dates and events, as well as pertinent school news and information. For academic information, see [Academic Communication](#).

Translation and Interpretation Services

APA will communicate information to limited English-proficient parents in a language they can understand about any school-sponsored program, service, or activity. Parents have a right to be provided information about their student's education in a language they can understand; this includes the right to translated documents and the provision of a language interpreter as needed.

Parents may request these services even if they speak some English and/or their student can speak or read English.

Language assistance services are free to the parent and provided by appropriate and competent staff or through appropriate and competent outside agencies. Please reach out to your administrative director to request language assistance services. For the full APA Language Access plan policy, please see [APA policy D-4.4 Translation and Interpretation Services](#).

Parent Meetings and Events

Parents are required to attend the following:

- Parent Orientation Night (AKA Back to School Night, first week of school)
- Parent-Teacher Conferences
- Celebration of Excellence Re-Enrollment Meetings (held in the spring, usually in January and February)
- Grade Level End- of- Year Culminating Activity for each student

Other school events parents are invited and encouraged to attend or participate in are: Show What You Know Assemblies (3rd and 4th Thursday mornings of the month), Music Performances, Ambassador Events, Veterans Day and Memorial Day Assemblies (available through live-stream), Field Days, School Community Events (carnival, fun run), Parent Empowerment Workshops, etc.

Parent-Teacher Conferences

Mandatory Parent/Teacher conferences will be held during second and fourth terms, in which academic goals are set for each student with input from parents and, at times, students. Parent-Teacher conferences are listed in the school calendar and all parents are expected to attend these conferences. A third Parent-Teacher conference is held mid-year which is an optional conference that parents or teachers may request.

Conferences may also be scheduled at any time parents or teachers feel it would be beneficial.

Financial Contribution

We appreciate the willingness of our families to generously donate to our school. We are a qualified 501(c)(3) non-profit corporation, and donations to the school are tax deductible to the extent allowable by law. We invite families to contribute to American Prep through the American Prep Education Foundation at <https://www.americanprepfoundation.org/>

Please go to the APEF website and learn about how you can help APA! Thank you!

Unauthorized Solicitation of Funds

No person (student, staff, or parent) shall solicit, receive or permit to be solicited or received from students enrolled at American Preparatory Academy any merchandise that is not school sanctioned. Only approved school fundraisers are authorized.

Books

What Your Student Needs to Know

Each family should obtain a copy of the Core Knowledge content “What Your ___ Grader Needs To Know”. Copies may be available for purchase at the campus or can be found online at the following links:

- Kindergarten - <https://www.amazon.com/What-Kindergartner-Needs-Revised-updated/dp/0345543734>
- First Grade - https://www.amazon.com/dp/0553392387/ref=bseries_primary_1_0553392387

- Second Grade - https://www.amazon.com/Second-Grader-Needs-Revised-Updated/dp/0553392409/ref=sr_1_1?crd=1AKQ5EDLKBZPX&keywords=978-0553392401&qid=1652112127&s=books&sprefix=978-0553392401%2Cstripbooks%2C186&sr=1-1
- Third Grade - https://www.amazon.com/Third-Grader-Needs-Revised-Updated/dp/0553394665/ref=sr_1_1?crd=3HTXYADRGT641&keywords=978-0553394665&qid=1652112219&s=books&sprefix=978-0553394665%2Cstripbooks%2C84&sr=1-1
- Fourth Grade - https://www.amazon.com/Fourth-Grader-Needs-Revised-Updated/dp/0553394673/ref=sr_1_1?crd=1XUFIJNVVP0EL&keywords=978-0553394672&qid=1652112235&s=books&sprefix=978-0553394672%2Cstripbooks%2C77&sr=1-1
- Fifth Grade - https://www.amazon.com/dp/0385337310/ref=bseries_primary_0_0385337310
- Sixth Grade - https://www.amazon.com/dp/0385337329/ref=bseries_primary_0_0385337329

Families are invited to donate any previous year copies to APA for future families to use.

Lost or Damaged Books

School property that is temporarily issued to students is expected to be returned in the same condition with consideration for normal “wear and tear” no later than the last school day of each school year. American Prep staff carefully records and inspects issued items, including: digital equipment, textbooks, library books, musical instruments, and other materials. When a student is issued an item during the school year, it is the family’s responsibility to report any damage that may have escaped the school’s notice within 2 school days. Failure to do so will result in the assumption that any damage found occurred while under the current student’s care. Parents will be required to pay for all materials that are not returned, lost, or returned with damage.

Fines associated with unreturned, lost or damaged items are NOT subject to fee waivers. APA will NOT accept replacement materials provided by parents. APA will work with families to provide options to help with the reduction of and payment of fines, including payment plans or the school may provide for a program of work the student may complete in lieu of the payment. American Prep may withhold the issuance of an official written grade report, diploma, or transcript of the student responsible for the damage or loss until the fine has been resolved (53G-8-212(2)(a)). American Prep also reserves the right to seek payment through a collections agency if a fine has not been paid or resolved within 60 days of issuance for continuing students or immediately for unenrolled students.

Appendix A: School Compact

AMERICAN PREPARATORY ACADEMY AGREES TO:

1. Support families in the education of their children by providing an orderly, safe, and nurturing learning environment with the overarching aim to enhance student flourishing.
2. Educate students via a classical education framework that seeks truth, beauty, and goodness, using a content-rich curriculum that is transparent and accessible to all parents, students, and staff.
3. Utilize content-rich, efficient curriculum and classically-aligned pedagogy to ensure that every student has the opportunity to achieve academic success, including skills instruction at appropriate levels according to individual levels of achievement and subject mastery.
4. Provide a comprehensive character development program.
5. Prepare students to be good citizens and confident participants in their communities through civic education, emphasizing the founding documents of the USA and patriotism, meaning gratitude and respect for those who contribute(d) to the establishment and success of our democratic republic.
6. Use multiple sources of information in determining the strengths and needs of the school and of individual students.
7. Establish school goals and student achievement standards based on an annual comprehensive needs assessment.
8. Provide frequent and ongoing feedback to parents on how the student is progressing academically in formats that are easily accessed and understood.
9. Ensure that educational services are provided by highly effective teachers and paraprofessionals.
10. Help students resolve conflicts or behavior challenges in a positive, developmentally-appropriate way.
11. Encourage parent participation in school improvement, program awareness and activities, and student achievement.
12. Support parents in their role as primary educators for their children, building capacity to help their children achieve academically high standards and flourish.

Appendix B: Student Compact

STUDENTS AGREE TO:

1. Come to class each day on time, ready to learn and do my best! (I. Mission and Vision: Building Foundations and I. Daily School Operation: Attendance)
2. Do my homework every day and turn it in when it is due (IV. Academic Policies: Homework).
3. Focus on healthy, scholarly pursuits and utilizing screen time exclusively for academic pursuits on school nights. Limitations to include TV, videos, electronic gaming, social media, etc. (IV. Academic Policies: Homework).
4. Abide by the Code of Conduct in my dress, language, and behavior (VII. Code of Conduct).
5. Practice good organization by using my docket and learning plan each school day (IV. Academic Policies: Organization).
6. Eat nutritious meals, exercise daily (outdoors where possible), and get sufficient sleep, in order to be a healthy learner (III. Health and Safety: School Lunch).
7. Ask for help when I need it.
8. Give my parents (or the adult who is responsible for me) all papers and information sent home from school.
9. Respect myself and others at the school and in the community. Work to resolve conflicts in positive, non-threatening ways (VI. Code of Conduct: Language and Communication).
10. Treat school property, including books and materials, with deliberate care. (VII. Parent and Family Engagement Policy: Lost or Damaged Items)
11. Promptly report any non-building behavior to a member of the school staff (VI. Code of Conduct: Behavior).
12. Be a Builder in Every Way! (I. Mission and Vision: Virtuous Character Development: Builder's Theme)

Appendix C: Parent Compact

PARENTS AGREE TO:

1. Ensure that my student attends school regularly and on time. Notify the school promptly in the case of my student’s absence. As often as possible, schedule appointments outside of school hours (II. Daily School Operation: Attendance).
2. Abide by school policies and procedures regarding student drop-off and carpool (II. Daily School operation: Carpool).
3. Ensure that my student receives sufficient rest and has a nutritious breakfast and lunch (III. Health and Safety: School Lunch).
4. Ensure that my student arrives at school prepared for class with necessary materials and in appropriate uniform (IV. Academic Policies: Organization and V. Dress Code).
5. Abide by school policies regarding check-in/check-out procedures and visitor policies (II. Daily School Operation: Check-ins and Check-outs).
6. Review my student’s homework and sign my student’s learning plan each night (IV. Academic Policies: Organization).
7. Provide a home environment that encourages my student(s) to engage in scholarly pursuits on a daily basis, including opportunities for exercise, study, homework, reading, and instrument practice as assigned. Support the school policy of no “screen time” on school nights which includes watching T.V., videos, electronic gaming, social media, etc., with the exception of academic work that must be done electronically (IV. Academic Policies: Homework).
8. Support my student’s education through attendance at school meetings, Parent-Teacher conferences, and Parent Interventions when necessary (VII. Parent and Family Engagement Policy: School-Parent Communication and VI. Code of Conduct: Parent Intervention Guidelines)
9. Support the American Preparatory Community by completing parent surveys, and volunteering 20 hours per school year. Volunteers contribute to student success. (VII. Parent and Family Engagement Policy: Parent-School Communication and Volunteer Guidelines).
10. Use “Builder Behavior” within the American Preparatory community by being positive and encouraging with staff, other parents, and students (IV. Academic Policies: Communication with Students and VII. Parent and Family Engagement Policy: Parent-School Communication).
11. Inform and provide constructive input to appropriate staff at American Preparatory Academy in a timely manner should I become aware of obstacles to my student’s education or unsafe conditions at the school. (VII. Parent and Family Engagement Policy: Parent-School Communication).
12. Abide by other school policies and procedures as outlined in the Parent-Student Handbook and the Acceptance of Policy.

_____	_____	_____	_____
Parent (1) Name	Signature	Parent (2) Name	Signature