



FAST FORWARD
CHARTER HIGH SCHOOL

Student Handbook
2019-2020

FAST FORWARD STUDENT GUIDE

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MISSION STATEMENT

The mission of Fast Forward Charter High School is to provide a safe nurturing environment where students who may be at risk of not completing high school requirements can be challenged with curriculum presented to accommodate their unique learning styles. Our primary goals are to help students discover their academic potential and furnish them with the tools to promote lifelong learning and civic responsibility.

Staff and Faculty

Jill Lowe.....	Principal
Ryan Marchant	Chief Financial Officer
Karen Christiansen	Counselor
Alex Garrett.....	Vice Principal
Kathy Anderson.....	Special Education Director
Janice Smith.....	Special Education Teacher
Teddy Lehman.....	Administrative Assistant
Judy Bohm	Special Education Paraprofessional
Janae Preston	Special Education Teacher/Math
Susan Larsen.....	Food Service Coordinator
Sara Anderson	Student Service Coordinator
Sandy Hepworth.....	CE Facilitator/Registrar
Kersey Hatten.....	Health/Physical Education
Greg Swenson	Social Studies
Zakk Lewis	Language Arts
Jordan Browning.....	Language Arts
Erinn Harris.....	Mathematics
Suzanne Kirkham.....	Mathematics
Philip Nelson	Social Studies
Tiana Rowley	Mathematics
Paul Jamison	Science
Steven Bennett.....	Science
Andrew Worrall	Visual Arts
Andy Lorimer	Video Production
Ryan Conger	Music Teacher
Shandee Chambers	CTE

Regular Class Hour Schedule

First Period.....	8:00 – 9:55 a.m.
Mid-Morning Break	9:55 – 10:05 a.m.
Second Period.....	10:05 – 12:00 p.m.
Lunch	12:00 – 12:35 p.m.
Third Period	12:40 – 2:35 p.m.

Early Release Day Schedule

First Period.....	8:00 – 9:15 a.m.
Class Break	9:15 – 9:20 a.m
Second Period.....	9:20 – 10:35 a.m.
Class Break	10:35 – 10:40 a.m
Third Period	10:40 – 12:00 p.m.

FAST FORWARD 2019-2020 SCHOOL CALENDAR

<u>First Day of School (1st Term)</u>	August 21 (Wed)
Labor Day	September 2 (Mon)
*Parent-Teacher Conference (1/2 Day)	September 11 (Wed)
End of 1 st Term/Prof. Development (1/2 Day)	October 1 (Tues)
<u>Start of 2nd Term</u>	October 2 (Wed)
Fall Break (No School)	October 16-18 (Wed-Fri)
*Parent-Teacher Conference (1/2 Day)	October 23 (Wed)
End of 2 nd Term/Prof. Development (1/2 Day)	November 14 (Thurs)
<u>Start of 3rd Term</u>	November 15 (Fri)
Thanksgiving Break (No School)	November 27-29 (Wed-Fri)
*Parent-Teacher Conference (1/2 Day)	December 11 (Wed)
Winter Break (No School)	December 23-January 3
End of 3 rd Term/Prof. Development (1/2 Day)	January 14 (Tues)
<u>Start of 4th Term</u>	January 15 (Wed)
Martin Luther King Day (No School)	January 20 (Mon)
*Parent-Teacher Conference (1/2 Day)	February 5 (Wed)
Presidents Day (No School)	February 17 (Mon)
End of 4 th Term/Prof. Development (1/2 Day)	February 27 (Thurs)
<u>Start of 5th Term</u>	February 28 (Fri)
ACT Test Day (Juniors Only/No School 9, 10, & 12)	March 3 (Tues)
*Parent-Teacher Conference (1/2 Day)	March 18 (Wed)
Spring Break (No School)	March 30- April 3 (M-F)
End of 5 th Term (Full Day)	April 16 (Thurs)
Prof. Development (Teacher Day, No Students)	April 17 (Fri)
<u>Start of 6th Term</u>	April 20 (Mon)
*Parent-Teacher Conference (1/2 Day)	May 6 (Wed)
Graduation	May 27 (Wed)
Last Day of School/Teacher Checkout	May 28 (Thurs)
*PTC is from 4:00 to 7:00 PM	

SCHOOL TERMS

First Term	August 21 – October 1
Second Term	October 2 – November 14
Third Term	November 15 – January 14
Fourth Term	January 15 – February 27
Fifth Term	February 28 – April 16
Sixth Term	April 20 – May 28

BUILDING HOURS

The building opens at 7:30 a.m. and is closed at 3:15 p.m. each school day. The regular school day ends at 2:35 p.m. Students are expected to be clear of the building by 3:15 p.m. unless they are working with a teacher, involved in some practice or rehearsal, or are in an organized school-sponsored activity. Simple loitering in the school building is not acceptable and may be considered trespassing.

Fast Forward Charter High School Contract Rules

STUDENT

1. Respect

I am aware that the only reason for attendance is to learn. I will respect all teachers and students, follow instructions, obey all school rules, and be willing to complete class assignments given me. I will remember that other students have come to learn and I must not distract them from learning.

2. Attendance.

I will attend school regularly.

3. Physical facility maintenance

I understand that our school facilities and equipment are costly to purchase and maintain. I will not deface, destroy, or otherwise waste that which has been provided for my benefit.

4. Law

I will respect civil law and school rules.

5. Physical Affection

I recognize and agree that any display of affection between students, on or in the immediate vicinity of the building will not be tolerated. This includes but is not limited to embracing, kissing, lap-sitting, etc.

PARENT

1. School Travel

I give my permission for my child to participate in travel for school-sponsored activities during and after school hours. Travel will be by school bus. I give permission for an appropriately licensed driver to transport my child.

2. School Activities

I give my permission for my child to participate in school-sponsored activities. These activities may include, but are not limited to: field trips, photo-shoots, off-campus lectures and classes, Lagoon trips, ski trips, water-ski trips, etc.

3. Attendance

I understand that it is the parents' responsibility to see that their child attends school. I know that by calling Fast Forward telephone number (713-4255) during school hours, I can find out if my child was in attendance that day. I also understand that when my child is absent due to illness or other reasons, I am responsible to either call the school or send a note to the school explaining that my child was absent with my knowledge.

4. Parent Involvement at Fast Forward Charter High School

I understand that parent/teacher/student involvement is critical for my child's educational

success. I agree to participate in the Fast Forward Parent Teacher Organization and related activities. I also agree to attend Parent/Teacher Conferences.

5. Release of Information

I hereby give my permission for Fast Forward Charter High School to request and receive any and all academic, special education, and behavioral records from my child's previous school.

PARENT-STUDENT and SCHOOL LEARNING COMPACT

PARENT/GUARDIAN RESPONSIBILITIES

I want my child to achieve therefore I will:

- Make certain my child attends school regularly and on time.
- See that my child is well-rested and has breakfast each day.
- Set aside a specific time and place for homework, assisting as necessary.
- Attend at least two conferences and communicate regularly with my child's teacher to ensure his/her academic success.
- Support the school and staff in maintaining proper discipline.
- Read with my child and let him /her see me read regularly.
- Encourage positive attitudes toward school.
- Volunteer in my child's classroom as appropriate.
- Review information and work sent home and respond as necessary.

STUDENT RESPONSIBILITIES

It is important that I learn, therefore I will:

- Attend school regularly and on time.
- Complete assignments and homework.
- Bring homework and supplies to school each day.
- Work to the best of my ability.
- Work cooperatively with classmates, teachers and staff.
- Respect myself, other people, and my school.
- Follow all school rules.
- Accept responsibility for my own actions.

TEACHER RESPONSIBILITIES

It is important that my student achieve, therefore I will:

- Hold expectations high for all students, believing that all students can learn.
- Provide high-quality instruction in a supportive and non-threatening environment.
- Provide meaningful homework.
- Communicate regularly with my students and their families through conferences, notes, phone calls, etc.
- Provide opportunities for parents to assist in the classroom in meaningful ways and to observe classroom activities.

PRINCIPAL RESPONSIBILITIES

I support this compact therefore I will:

- Provide an equitable learning environment for all children.
- Encourage the staff to provide parents with information about the total school program.

- Encourage our staff to provide avenues for positive and meaningful parent involvement.

ATTENDANCE POLICY

Attendance at Fast Forward Charter High School (FFCHS) is expected. It is a significant factor effecting student achievement in their school performance. Fast Forward's administration, teachers, and staff expect students to be in class, on time, and be held responsible for their behavior each and every day.

By law, school-aged minors in Utah are required to attend school and parents of school-aged minors are responsible to have their students meet compulsory attendance requirements. Fast Forward supports and follows all local and state attendance policies, which call for fairness and accountability on all parties: students, parents, and the school. We believe that the aforementioned parties all share in the responsibility of resolving concerns prior to referring the attendance problems to the juvenile court system. High attendance and behavior expectations have been shown to improve academic achievement, graduation rates, responsibility, respect, and school safety.

The school recognizes that some absences may be unavoidable. It will be the student's responsibility, through a parent or guardian, to verify the legitimacy of an absence. Parents need to call the office between 8:00 and 10:00 a.m. the day of the absence, or in the case of a student going out of town, the day *before* the absence. The telephone number for the main office is 435-713-4255.

If a call is not made, a student and/or parent **MUST** turn in a completed Excused Absence Form to the main office explaining the absence. Absences not cleared within a 48 hour period of time, upon the student returning back to school will be marked unexcused unless discussed and deemed excused by the school principal or designee. Excused Absence Forms can be picked up in the main office or found online at [ffchs.org/parent links/Excused Attendance Form](http://ffchs.org/parent-links/Excused%20Attendance%20Form).

Fast Forward will make every effort to keep parents informed of their student's attendance and academic progress). The school will provide:

- **Online Access to Daily Attendance and Academic Progress** – Parent(s) can track their student(s) attendance and academic progress through the school's online Student Information System (SIS) located at [fastforward.org/parent links/SIS](http://fastforward.org/parent-links/SIS) portal.
- **Daily Telephone Notification** – Parent(s) will receive daily notification if their student is absent or tardy through the schools auto dialer. Parents who may have questions or concerns in regards to student attendance can call Alex Garrett, Attendance Officer at 435-713-4255 ext. 205.
- **Mail Notification** – The school notifies parents/guardians by mail if their student has accumulated more than 5 days or 15 periods in any of their classes.

Students may occasionally need to be absent for illness, emergencies, or other health related problems. Expectations of absent students are as follows:

- Students are responsible to make up any missed work and participation points within two days after returning from the absence.

- If absences exceed three days parents must fill out an Excused Absence Form, which can be found in the front office as well as our webpage, [www.ffchs.org/parent links](http://www.ffchs.org/parent_links).
- Parent(s)/guardian(s) are advised not to check students out of school for any reason other than emergencies as a student's academics can be significantly effected as a result.
- Students are expected to attend on Early Release Days! Teachers prepare lessons and have the same expectations of their students regardless of the time allotted for the class period.

Fast Forward will reasonably accommodate parent(s)/guardian(s) request to excuse their student's absence(s). Such a request must be submitted in writing to the Attendance Officer within two school days of the absence. Requests must include the following:

- Student full printed name.
- Date(s) of absence requested to be excused.
- Reason(s) for absence.
- Parent's printed name.
- Parent's signature.
- Date of signature.
- Phone number where parent can be reached regarding absence note.

Reasonable requests for excusing an absence:

- Personal illness
- Hospitalization/medical emergency
- Participation in a legal proceeding
- Death in the Family
- Medical or Dental appointments
- FFCHS sponsored events
- Other emergencies

Consequences of Absenteeism

Students who have frequent unexcused absences are subject to lower grades, loss of credit, fines, and criminal prosecution.

Actions Taken by FFCHS for Unexcused Absences during a School Year

Absences

Action

Tier I	Early Intervention Council meeting with school principal and attendance officer.
3 days	A meeting will be scheduled with student, parent(s), and Early Intervention Council to discuss the importance of the attendance and academic progress at school as well as the legal implications of truancy (3 days or 9 unexcused class periods).
5 days	After five days (15 unexcused class periods) absences the attendance officer will send a 1st truancy notification to parents. (Truancy notifications will include: dates of unexcused absences, a request for parental support in resolving attendance problems, and a copy of UC 53A-11-103.
Tier II	Attendance officer will send a 2nd truancy notification to parents.

8 days The attendance officer will schedule a hearing with the FFCHS Student Support Council (principal, counselor, attendance officer, etc.). Parent(s) and student will be given the opportunity to state reasons for acquired absences. Items to be discussed during this council meeting could include, but are not limited to

attendance contract, health concerns, rather or not the student meets qualifications to be placed on a section 504 plan, or Individual Education Program (IEP). Students will be placed on an Attendance Contingency Plan.

Tier III Attendance officer will send a **3rd truancy notification** by certified letter to parents.

10 days Attendance officer will send the Habitual Truancy notification letter as well as refer the student to appropriate County Attorney, District Attorney, or Juvenile Court. (Habitual Truant referral will include: documentation of attendance, achievement, school efforts to improve attendance, copies of truancy notification letters, and copies of mailing certificate.)

Student Support Council

The SSC will allow the parent to be involved in the appeal process. They will be allowed to present the circumstances that prohibited their student from attending school. The SSC will meet bi-monthly on Thursdays from 4 to 6 PM. The student will also have the chance to explain the reasons for his/her absences. An Attendance Improvement Plan will be created at this meeting with guidelines and strategies. The AIP will be signed by both the parent and student as well as the administrator present at the conference.

Procedure for Appealing Truancy Citations

If parents feel the school is in error or the school's actions are or were unjustified given extenuating circumstances, parents may appeal truancy. **Parents must request a meeting with the principal in writing within ten (10) school days of the issuance of a truancy citation (for citation) or posting of term grades (for loss of credit).** The principal will convene an appeals committee meeting with the Student Support Counsel which will include the following: Principal, attendance officer, school counselor, and teachers. The committee will act to correct any errors in student attendance records. Students and parents must justify to the committee why citations or loss of credit should be overturned. It shall then be the determination of the committee (not the parent or student) whether to change unexcused absences to excused absences or modify the consequences for unexcused absences.

Withdrawal for Nonattendance

Students who are excessively absent are subject to disciplinary action, possible court referral, and/or withdrawal from school. Students having unexcused absences for ten (10) consecutive days will automatically be withdrawn from school unless they contact the school to explain mitigating circumstances.

Tardiness

Punctuality is an important life skill and tardiness is extremely disruptive to the educational process. A student is considered tardy if he/she is not in the classroom when the tardy bell rings and does not have a valid excuse for being late.

After twenty (20) minutes, students are considered to be absent from the period. An “L” will be marked on their attendance record, indicating the student was more than twenty (20) minutes late for class. Students will be only be excused for being late if they have a note for legitimate reasons as listed in the excused absence section above.

Actions Taken by Teachers for Unexcused Tardies during a School Term

Tardy	Action
1	Verbal warning given to student. Counseling given to student regarding the consequences for further tardies and the disruptive nature of tardies.
2	Same as for 1 st tardy.
3	Phone or in-person contact with parents will be made to discuss the student’s lateness and its impact on the class and on the student.

Teachers may also dock participation points (or use similar devices – e.g. tardy quizzes, bell-ringers) to encourage punctuality so long as such points do not amount to more than 20% of a student’s grade in the course.

At their discretion, teachers may refer students to the counseling or principal’s office for excessive tardies (5+).

Arriving Late/Leaving Early

Any student who arrives on campus after the beginning of school or who leaves school at any time after having been on campus must sign in or out at the main office. Parental consent via phone, writing, and or in person is required to sign out early. Students who sign out are still subject to the attendance policy for excused and unexcused absences. Parents/guardians are advised not to check students out of school for anything other than emergencies, as this can significantly affect a student’s academics. ***Parents should not call students directly*** to have them sign-out, but should call the main office, which will then release a student from school. Students who are signed-out must still follow the procedure for excusing absences (properly written excusal note, with documentation, within 2 days of absence) as at other times.

Long Term Absences

When a student’s absence for personal illness is expected to exceed ten consecutive days, the student may apply for homebound instruction. Parents of students in this situation should submit a home/hospital instruction application to their student’s counselor. Students with contagious illnesses will not be approved.

When a student enrolls in homebound instruction, it is sometimes necessary to adjust the schedule to meet the needs of the student. Elective courses may or may not be offered to the homebound student. Core classes will remain on the student's schedule and the classroom teacher retains the responsibility for assignments. Students will receive a total of 2 hours of instruction per week from homebound teachers. Students will not be marked absent during the period of homebound instruction. Homebound instruction must be arranged with a guidance counselor and school principal.

Truancy and ADA/IDEA

If students with disabilities under the Individuals with Disabilities Education Act (IDEA) or students protected under Section 504/ADA of the Rehabilitation Act have excessive absences and fall within the criteria of this rule, the student's IEP team (IDEA) or school team (Section 504) shall ensure that truancy procedures apply consistent with state and federal law and regulations.

Fast Forward Charter High School's (FFCHS) attendance policy has been developed in accordance with Utah Code (UC) section 53A-11-101 through 53A-11-101, Utah Administrative Code (UAC) R277-607 (modified as allowed by R277-607-5C), UAC R277-609-5, and the NCLB Consolidated State Application Accountability for the State of Utah.

ACKNOWLEDGEMENT OF SPECIAL NOTICE (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Fast Forward Charter High School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Fast Forward Charter High School may disclose appropriately designated "directory information" without written consent, unless you have advised Fast Forward Charter High School to the contrary in accordance with Fast Forward Charter High School procedures. The primary purpose of directory information is to allow Fast Forward Charter High School to include this type of information from your child's education records in certain school publications. Examples include:

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories names, addresses and telephone listings -unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Fast Forward Charter High School to disclose directory information from your child's education records without your prior written consent, you must notify Fast Forward Charter High School in writing by 9/1/2013.

Fast Forward Charter High School has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major Field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In compliance with Section 504 of the Rehabilitation Act ("504") and the Americans with Disabilities Act (ADA), Fast Forward Charter High School will provide reasonable accommodations to qualified individual with disabilities. Students, parents, or employees needing accommodations should contact their school ADA/504 Coordinator. In compliance with the Equal Educational Opportunity Act of 1974 and Title VI of the Civil Rights Act of 1964, it is Fast Forward Charter High School policy to provide alternative language services to Limited English Proficient (LEP) students so that students with language barriers have a meaningful opportunity to participate in Fast Forward Charter High School educational programs. Fast Forward Charter High School provides English Language Learners (ELL) instruction and other effective services to students who are identified as LEP by means of a thorough evaluation process. Parents or guardians who want to request alternative language services for their child should contact the principal at Fast Forward Charter High School.

BREAKDOWN OF STUDENT FEES

Supplemental class and lab fees will need to be paid within the 1st week of class. Students will receive an “I” (Incomplete) for class grade if lab fees are not paid by the end of the term in which they occurred.

Activity Fee	\$ 30.00
Activity Card, Field Trips	
Lunchtime Activities	
Locker Rental Fee	\$ 10.00
Textbooks	\$ 30.00
Repair, Replacement	
General Computer Usage Fee	\$ 40.00
Printing paper, toner	
Transportation	\$ 10.00
Bus transportation during year	
Total	\$120.00

SUPPLEMENTAL CLASS AND LAB FEE'S Fee's need to be paid within the 1st week of class

Yearbook	\$ 25.00
Publication costs	
Science Lab	\$ 10.00
Materials for science experiments	
English Writing Lab	\$ 10.00
Disks, Printing paper, toner	
Video Production Lab	\$ 20.00
Editing Software	
Cameras and computer reserve for replacement	
Mini DV. VHS Tapes, Blank DVD's	
Music Classes	\$10.00
General maintenance and usage of equipment,	
Guitar strings, picks, capos, cleaning	
Art Classes	
All art classes (except for Jewelry I & II)	\$10.00
Jewelry I & II	\$15.00

Supplemental class and lab fees will need to be paid within the 1st week of class. Students will receive an “I” (Incomplete) for class grade if lab fees are not paid by the end of the term in which they occurred.

FEE WAIVER POLICY

Students who wish to apply for fee waivers are invited to obtain an application and a copy of the policy from the office. Applications must be made each school year to be valid.

Applications should be returned to the school no later than September 30, 2018. Fee waivers from a previous school are not valid at FFCHS.

SCHOOL WIDE ACTIVITIES

Students are expected to be in attendance to all school wide activities. Roll will be taken by each teacher. Students who are not in attendance at the school wide activities will be marked absent for the class period that they are missing. (Refer to attendance policy for consequences)

PERSONAL APPEARANCE GUIDELINES

FFCHS student dress and grooming standards are based on safety, modesty, good hygiene and maintaining a non-distracting learning environment.

Fast Forward students should always be neat and clean in their dress and appearance. It is expected that each student will maintain a proper mode of dress, both during the school day and at all school activities. If in the judgment of the administration, a student is dressed inappropriately, the student will be required to change clothes or cover up inappropriate clothing before returning to classes. Time out of class will be regarded as unexcused. Additional measures may be taken if deemed necessary by the administration. The administration has the final authority on all matters relating to the dress code.

Dress, Grooming and Safety Standards:

- Student dress and grooming should be in good taste and appropriate for the occasion.
- Sunglasses may only be worn outdoors (indoors only with a doctor's written medical permission).
- Students may not wear any clothing, jewelry, emblem, badge, symbol, or other insignia that advocates or encourages the use or abuse of drugs, tobacco, or alcohol.
- Clothing and accessories that display profanity, nudity, violence, discriminatory messages or sexually suggestive phrases are not to be worn at school or school functions.
- Gang-related clothing on school premises or during school-sponsored activities threatens the health and safety of the students and impairs the school environment accordingly. Students may not wear, possess, use, distribute, or display any clothing,

color, jewelry, emblem, badge, symbol, colored bandana, or sash which represents membership or affiliation with any gang or promotes gang-related activity.

- Wearing perfumed personal care products may cause an allergic reaction in students or staff. Therefore, wearing perfumed personal care products is discouraged.
- The main torso of the body should not be visible. The wearing of garments considered as tank tops or tops with spaghetti straps is inappropriate. See-through shirts, sheer shirts, tank tops (sleeveless shirts), shirts that fall off the shoulder, or lace-like clothing are considered to be inappropriate and should not be worn at school. Shirts are not to be worn that expose cleavage. No skin may show on any portion of the midriff between the pants and shirt in any position.
- Any article of clothing or accessories, such as jewelry with spikes, dog collars, wallet chains, chains worn as belts, that may cause injury to another student may not be worn at school or school functions.
- Clothing that displays advertisements for any alcohol, tobacco, or drug product is not to be worn at school or school functions.
- Waistband of shorts, slacks, skirts, and similar garments must be worn above the hips. If belts, suspenders, or straps are worn, they must be worn in place and fastened. Undergarments shall not be visible. Any article of clothing that is excessively torn may not be worn.
- Leggings, jeggings, or Yoga pants may be worn only if the top worn is no more than 5” above the knee measured from the shortest area of the garment.
- The length of dresses, skirts, and shorts may not be more than 3” above the knee measured from the top of the knee to the shortest area of the garment.
- Shoes must be worn at all times to ensure personal safety and hygiene.

The hair styles of students are to be determined by the student and their parents. However, the style must not be distracting to the teaching or learning environment.

If the principal or administrative support staff determines that an individual student’s dress is inappropriate because it violates safety, modesty, good hygiene, or learning environment standards, they may create may create individually tailored dress-codes for that student. Students who do not abide by the dress code may be sent home, or asked to change into appropriate clothing to remain at school. Refusal to follow dress code rules could result in suspension from school.

Exceptions to these rules may be permitted by the administration for special school events and only for a short period of time. The administration and staff at Fast Forward are responsible for each individual case.

BACKPACKS, BAGS, PURSES IN CLASSROOM

Classrooms at FFCHS were intentionally designed to be small to require small number of students in class. For purposes of keeping classrooms free of clutter, open for quick exit in

the event of emergency, protection of personal property, and other safety reasons, backpacks, bag, purses, etc. are not allowed in classrooms. Backpacks, bags and purses must be kept in student lockers. Students have sufficient time between classes to go to their lockers and collect textbooks and other materials needed for the next class. Students bringing these items to class will be sent back to their lockers and run the risk of being marked tardy for the class.

INAPPROPRIATE DISPLAY OF AFFECTION

Inappropriate display of affection in the school building, on the campus, or surrounding areas, or at any school sponsored function is not acceptable and may lead to administrative action.

STUDENT CELL PHONE POLICY

Fast Forward Charter High School has determined that cell phones are a convenience for students and parents, yet their use may create a disruption in the learning environment. Student possession of cell phones in the schools is a privilege only allowable subject to appropriate rules and regulations. Additionally, FFCHS prohibits the use of other communication devices when used for two-way communication in the classroom. FFCHS reserves the right to define the educational value of any new electronic wireless devices that may become available in the future and to regulate their use.

Possession of a cell phone by a student is a privilege which may be forfeited by any student not abiding by the terms of this policy. Students shall be personally and solely responsible for the security and use of their cell phones. Fast Forward Charter High School shall not assume any responsibility for theft, loss, or damage of a cell phone, or unauthorized calls made on a cell phone.

Use of Cell Phones on School Grounds

Student use/possession of a cell phone depends on the grade level of the student. The following categories outline the grade levels and authorized use/possession of cell phones by students:

- Students may use cell phones before and after school, as long as they do not create a distraction or disruption.
- Students may also use cell phones during passing time between classes and during the lunch break, as long as they do not create a distraction, disruption, or cause the student to be tardy for the next class period.

Cell phones in the classroom shall be out of sight and powered completely off.

Discipline for inappropriate cell phone use at school

- 1st offense student is given a verbal warning
- 2nd offense student's cell phone is given to the principal. Cell phone will be held in principal's office until the end of the school day.
- 3rd offense student's cell phone will be given to the principal. Parent of student will need to come to the school and retrieve phone.

Camera or Picture Cell Phones: While the use of cell phones by students is allowed subject to these rules, the use of a cell phone to take, store, or transmit pictures is strictly

prohibited. It is the District's position that picture phones pose threats to privacy. Additionally, picture phones can be used to exploit personal information and compromise the integrity of educational programs. Accordingly, the use of the camera function of a cell phone is strictly prohibited on school premises at all times. Students who violate this provision of the policy will have their cell phone confiscated and only returned to a parent, upon written request. At no time may any electronic communication device or camera be utilized by any student in a way which might reasonably create an impression of being threatened, humiliated, harassed, embarrassed, or intimidated.

Sanctions

In cases of policy violation, the user of the device shall be subject to disciplinary action; i.e. warning, confiscation of device, suspension/expulsion, or other disciplinary action. If the device is confiscated and forwarded to the school administration, it may only be returned to a parent or legal guardian.

INTERNET and NETWORK ACCESS

Students will have the Internet access as a support to the educational program at FFCHS. All students and their Parents/Guardians must agree to and sign the Internet Policy. Students who access the Internet for appropriate purposes may benefit greatly from the information offered in terms of report writing, research, etc. Any students who violate the acceptable use policy may lose the privilege of using the Internet, be suspended or expelled from school, and/or have civil and criminal charges filed against them.

COUNSELING DEPARTMENT

Students who apply for admission to Fast Forward Charter High School will have their transcripts reviewed in order to determine when they can graduate from the school. This review will enable staff members to plan for future students who desire to attend FFCHS. An * SEOP and possibly *IEP [Student Education Occupation Plan and Individual Education Program] will be prepared by the student, parent, and counselor.

A school counselor is available to assist students and parents in a wide range of counseling and guidance services. Unless a student is in crisis, students can sign-up for counseling service and will be called to the counselor's office on a first-come first-serve basis. Long term mental health services cannot be provided in a high school setting. Students needing more extensive counseling services will be referred to outside counseling services.

STUDENT EDUCATION OCCUPATION PLAN (SEOP)

The SEOP is developed in joint effort by the student, parent, and representative from the high school. Graduation requirements are reviewed, career goals are discussed, and decisions are made as to what classes will be needed to attain these goals. Periodically, the student, parent, and counselor reevaluate the plan, monitor the student's academic progress, and manage the student's educational and career development.

CHANGING CLASS SCHEDULES

In order for a student to change out of a scheduled class, they must pick up a drop/add form from the counselor's office and obtain the necessary signatures from teachers and

parent. The counselor will look at the request, and if class sizes and graduation requirements allow, the change may be made and the students will be notified. ***Filling out the request form and getting signatures does not guarantee the change!* Parents will be called if the change is not advisable.

WORK EXPERIENCE

Students who have jobs or obtain employment may participate in the work experience program at FFCHS. Students must sign up with the counselor to participate. A benefit of participating in this program is that students may earn up to 4 elective credits based upon their work hours. A breakdown for credit earned on work experience is as follows:

1. Working, not in school - one credit for every 480 hours
2. Working, in school only 1 period - one credit for every 360 hours
3. Working, in school 2-3 periods a day - one credit for every 240 hours

The counselor will conference with the student’s employer to assess student success on the job. The employer will be asked to evaluate student success. Students are expected to turn in their work hours (check stubs, etc.) to the principal or counselor within 30 days of their completion; otherwise, the hours will not be counted toward credit.

GRADUATION REQUIREMENTS

FFCHS is on a six (6) term schedule. Students attend three two-hour-block class periods each day. Each class is worth one-half credit (.50), allowing students to earn up to a total of nine (9) credits per year. Students have four years to complete course work and earn a diploma. The number of credits required for graduation is twenty-six (26) with twenty (20) community service hours required per year. The breakdown of the requirements is as follows:

General Subject Area/Requirements

English (4.0)

Social Studies (a total of 3 Credits)

United States History (1.0)
 World History (0.5)
 Geography (0.5)
 United States Citizenship (0.5)

Mathematics (a total of 3 Credits)

Secondary Math I (1.0)
 Secondary Math II (1.0)
 Secondary Math III (1.0)

Science (a total of 3 Credits)

Physical Science (1.0)
 Biology (1.0)

Physical Education (1.5)

Health Education (0.5)

Applied Technology Education (1.0)

Fine Arts (1.5)

Financial Literacy (0.5)

Elective Credit (10.5)

Total Credit Needed to Graduate = 26

STUDENT AIDES

If the circumstances warrant, students seeking positions as student aids must be aware of and agree to the following:

1. Students who wish to be a teacher’s aide must be juniors or seniors with a minimum **2.5 GPA** and have a good attendance record.
2. Specific responsibilities of student aides are between the faculty member

and the student. The educator is expected to commit for the entire grading period and be willing to supervise that student aide at all times.

3. A student may not drop a required course to be a student aide.
4. The administration allows no more than one student aide per faculty member per term.
5. Students will only be allowed to serve as a teacher aide for no more than 2 terms per school year.

SERVICE LEARNING

Students attending FFCHS grades 9th through 12th will be required to complete at least twenty hours of service per year volunteering within the school and/or community.

Students will be able to fulfill the twenty-hours per year requirement by participating in a school and/or community project outside of school hours. All service projects will need to be approved by the principal and/or school counselor.

GRADING POLICY

It is the student's responsibility to work with the teacher within an appropriate time limit to receive a letter grade in each of their classes. If a student is unable to complete coursework for a class within a given term, an Incomplete Grade Form must be completed by the teacher, student, and parent. Students enrolled in a class must receive a grade.

All credit earning options that are above and beyond the normal three (3) period school day are to be contracted with the student's counselor and school principal. These credit options are to be completed no later than the 15th of May of the contracted school year. Any credit options completed after the 15th of May are not guaranteed to appear on that year's transcript.

ANTI-HARASSMENT POLICY

FFCHS is committed to providing an environment free from harassment and other forms of discrimination based upon sex, race, color, ethnic background, sexual orientation, national origin, religion, creed, age, citizenship, disability, and/or veteran status. It is the belief of FFCHS that an environment free from discrimination and harassment is a necessary part of a healthy learning and working atmosphere. Listed below are examples of Impermissible Discrimination and/or Harassment:

1. Verbal conduct such as derogatory or degrading comments.
2. Visual conduct such as derogatory posters, cartoons, drawings, letters, notes or gestures.
3. Physical conduct such as assault, offensive or unwelcome touching, or interference with school studies, courses, programs or activities.
4. Retaliation for having reported the harassment or discrimination.
5. Denial of any of the benefits of a complete education program for an impermissible reason such as race, religion, sex, sexual orientation, marital status, familial status, national origin, color, or disability.

Discrimination, harassment and retaliation are prohibited by Title IV, VI, and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972. Employment discrimination is also prohibited by the Utah Anti-Discrimination Act, UCA 34A-5. FFCHS

is committed to eliminating illegal discrimination through education and administrative support.

Sexual Harassment

All students should enjoy a school environment free from all forms of discrimination, including ones that pertain to: sexual harassment, sexual orientation or preference, and or any unwelcome sexual advances or comments. Sexual harassment is illegal, and therefore will not be tolerated anywhere at Fast Forward Charter High School. The subjecting of another student or faculty member to unwelcome sexual advances, sexually oriented comments, or harassment based on sexual orientation is strictly prohibited.

Definition

Sexual harassment may be in the form of student to student, student to employee, or employee to student misconduct. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature when: (a) Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, grades or other good standing. (b) Such conduct has the purpose or effect of substantially interfering with an individual's performance or creates an intimidating, hostile or offensive school environment.

Sexual harassment can take a variety of forms ranging from subtle pressure to physical assault. Although all facts and circumstances will be considered, some examples of sexual harassment may include:

1. Threats of sexual relations or sexual contact.
2. Continuous or repeated verbal abuses of a sexual nature including graphic comments on a person's body, or sexuality.
3. Sexually degrading words to describe the person or proposition of a sexual nature.
4. Sexual remarks, jokes or gestures that may embarrass or offend others.
5. Stalking will be considered a form of harassment and will be dealt with accordingly.

Within the educational environment, sexual harassment is prohibited between students, between employees and students, between non-employees and students, between employees and employees, and between employees and other persons.

Complaint Procedures

Informal Resolution:

Employees, students, or other individuals who feel aggrieved because of conduct that may constitute sexual harassment should directly inform the persons engaging in such conduct that such conduct is offensive and must stop.

Employees, students, or other individuals who feel aggrieved because of conduct that may constitute sexual harassment shall inform the principal or counselor so that he/she may take remedial action.

Formal Complaints:

- (1) Complaints brought by students — an aggrieved student should file a written complaint with the principal.
- (2) Complaints brought by employees or other individuals — an employee or other individual should file a written complaint with either the principal or the Chief Administrative Officer (CAO).
- (3) The informal resolution procedures set forth in paragraph A above are not a precondition to the filing of a complaint.

BULLYING

Bullying, hazing, and retaliation for reporting incidents of bullying or hazing reduce a student's ability to achieve academically and reduces an employee's ability to perform their job responsibilities. In addition, bullying, hazing, and retaliation can directly affect a student's or an employee's health and well-being, and may contribute to excessive absences, physical illness, mental and emotional anguish, and long-term social and psychological consequences. The Board encourages educators, employees, students, and parents to develop procedures to stop and prevent bullying, hazing, and retaliation by reporting incidents of bullying or hazing to the FFCCHS administration.

Definition of Bullying

Bullying is defined as any behavior that is intended to cause personal harm or distress, and exists in situations or relationships in which there is an imbalance of power or strength, and may be repeated over time. It is intentionally or knowingly committing an act that endangers the wellbeing, health, or safety of a student or employee. Bullying may be physical, verbal/written, or psychological. The conduct described in this policy constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in the conduct.

Examples of different types of bullying may include, but are not limited to:

Physical Bullying: Involves physical activity that endangers the health and safety of a student or employee that includes, but is not limited to, pushing, grabbing, pinching, whipping, beating, branding, calisthenics, bruising, electric shocking, shoving, poking, tripping, kicking, hitting, placing a harmful substance on the body, exposure to the elements, and destroying property. Bullying may involve coerced consumption of any food, liquor, drug, or other substance. Bullying may also involve any forced or coerced act or activity of a sexual nature or with sexual connotations such as asking a person to remove articles of clothing or expose or touch private areas of the body. It may also involve the physical obstruction of a student's or employee's freedom to move if done for the purpose of creating fear of physical harm to the student or employee or to the property of the student or employee.

- writing notes making fun of an individual
- preventing someone from participating in a group activity (marginalization)
- making threatening gestures or faces

Physical Bullying: Physical contact of a violent or harmful nature

Examples:

- pushing a victim into lockers in the hallway
- throwing objects at a victim
- punching, kicking, tripping or any other sort of violent contact

Racism / Intolerance: Verbal or physical abuse directed at an individual or group based on race, religion, ethnicity, disability or socio-economic status.

Examples:

- Addressing a victim with a racial slur
- writing graffiti denouncing a victim based on their ethnic background

Sexual Bullying: Initiating and/or attempting unsolicited physical contact, making sexually threatening and/or abusive comments attacking a victim based upon their gender or sexual orientation

Examples:

- verbally referring to an individual in a demeaning manor, examples include terms such as a “slut” or “faggot” or “gay”
- touching a persons body in a sexual nature against their wishes

Cyber-Bullying: Engaging in harassment, threats, teasing or other form abuse via online or computer-based means including but not limited to social media (such as Facebook, MSM, etc.), texting, email, blogging or other forms of electronic information exchange.

Examples:

- Posting derogatory comments about an individual or group using Facebook or other social networking sites.
- Threatening an individual via e-mail or text messaging

Objectives

- All members of the school community including students, teaching and Nonteaching staff, administration and parents/guardians will have a full understanding of what constitutes bullying and harassment.
- School faculty and staff will be thoroughly familiar with the bullying policy and follow the appropriate protocols when bullying is reported or observed
- Students and parents will be thoroughly familiar with the bullying policy and will be aware of the reporting process for bullying incidents
- All incidents of bullying will be taken seriously, investigated immediately and dealt with in a fair, consistent manner
- Where appropriate, disciplinary procedures taken in response to bullying will include strategies intended to modify or change behavior.

Bullying Response Protocols

1. All bullying incidents should be reported immediately to a staff member or

member of the administrative team. All incidents of bullying will be documented.

2. The particulars of the incident will be reported to the Principal or designate for the appropriate follow-up investigation.
3. The perpetrator, victim and witnesses will be interviewed by a member of the administrative team.
4. Parents of both the victim and the perpetrator will be informed of any serious incident(s) and may be required to meet at the school to discuss the problem.

As part of the disciplinary consequence to a bullying incident, the Perpetrator may be required to participate in strategies intended to change or modify behavior, including, peer mediation or involvement of other agencies, in-school or out-of-school suspension or expulsion.

DISCIPLINE AND CONDUCT POLICY

FFCHS is committed to fostering a safe environment for students, staff, and visitors that is conducive to the learning process and free from unnecessary disruptions. FFCHS has adopted a Safe School policy that is in accordance with Utah State Law. A safe school environment includes school facilities and grounds; school sponsored activities and school related locations where students can function without threat of impending harm.

A student may be denied admission to FFCHS on the basis of having been expelled or having committed a Safe School Violation at any other school during the preceding twelve (12) months.

Prior to suspending or expelling a student for repeated acts of willful disobedience of authority or disruptive behavior which are not of violent or extreme nature where immediate removal is required, good faith efforts shall be made to implement a remedial discipline plan that would allow the student to remain in school.

Alternatives to suspension, including parental supervision of the student while at school, will be considered in these circumstances.

CONSEQUENCES FOR VIOLATION OF CONTRACT

Students will be **referred** to the Logan City Police Department or other civil authorities and suspended from FFCHS for the following:

1. Possessing, using, selling or coming to school under the influence of alcohol or drugs
2. Possessing or using fireworks, knives, weapons, or other dangerous objects
3. Stealing or damaging school or personal property
4. Engaging in intimidating, threatening, demeaning behavior, or actual physical assault against other students, faculty, or staff
5. Using cigarette lighters to burn, threaten, or tease other students, destroy school property or personal property.

Students will be subject to suspension from school for:

1. Verbal abuse of other students, faculty, or staff
2. Using vulgar and obscene language in speech, writing, gesture, or on clothing
3. Habitually violating school rules
4. Wearing apparel or personal belongings that promote or advertise tobacco, alcohol, drugs, sexual information, or gang affiliation
5. Excessive absences and/or tardies (see attendance rules on pg. 4)
6. Any violation of rules in this agreement or other published school rules.

DANGEROUS OR DISRUPTIVE CONDUCT

The following conduct is defined as "dangerous or disruptive conduct" and is prohibited on school property, at school-sponsored activities, or while traveling in school-funded or school-dispatched vehicles.

1. Possessing (regardless of intent), using, selling or attempting to possess, use or sell any firearm, weapon, knife, explosive device, noxious or flammable material, firework, chemical weapon, martial arts weapon or other instrument including those which eject a projectile or substance of any kind, or any replica or facsimile of any of the above, whether functional or nonfunctional, whether designed for use as a weapon or for some other use.
2. Causing, or attempting, threatening or conspiring to cause damage to personal or real property, or causing or attempting, threatening or conspiring to cause harm to a person.
3. Possession or distribution of drugs or alcoholic beverages.
4. Sexual harassment or fabrication of sexual harassment charges with malicious intent to defame character.
5. Arson—the willful and malicious destruction of any part of a building or its contents or occupants by use of fire or explosive.
6. Burglary—breaking, entering or remaining in a structure without authorization during the hours when the premises are closed to students.
7. Theft/Larceny/Stealing—the intentional unlawful taking and/or carrying away of property belonging to or in the lawful possession or custody of another.
8. Criminal Mischief—willful or malicious injury or damage in excess of \$300 to public property or to real or personal property belonging to another.
9. Battery—the unlawful and intentional touching or striking of another person against his or her will.
10. Assault—placing another person in fear or apprehension of a harmful or offensive touching, whether or not a touching is actually intended.

11. Hazing— to harass with unnecessary or disagreeable tasks.
12. Vandalism—willfully defacing, cutting, marring, injuring, damaging, or losing school or staff property. Official grade transcripts and diplomas may be withheld until the student or the student's parent(s)/guardian has paid for the damage or made appropriate restitution.
13. Gang-related Activity—dangerous or disruptive activity, which may include but is not necessarily limited to the following: (1) wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign or other things which evidence membership in a gang; (2) using a name which is associated with or attributable to a gang; or (3) designating turf or an area for gang activities, occupation, or ownership.
14. Bullying—aggressive behavior that is intentional and that involves an imbalance of power or strength. A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students. (1) Physical bullying: hitting and/or punching (2) Verbal bullying: teasing or name calling (3) Non-verbal or emotional bullying: intimidation through gestures, social exclusion and relational aggression (4) Cyber-bullying: sending insulting, threatening or harassing messages by phone or computer, or electronic messaging

Involvement in any activity which violates federal, state or local law or regulation, disrupting normal school proceedings, or causing, or attempting, threatening or conspiring to cause other students to violate federal, state or local law or regulation or to disrupt school proceedings, or attempting, threatening or conspiring to do any of these. These activities include, but are not limited to: extortion, forgery, lewdness, and distributing obscene materials.

Students with prior knowledge of dangerous or disruptive behavior have the duty to report such behavior to school administration. Students that fail to report such behavior are subject to appropriate disciplinary sanctions.

Following the conference, and prior to suspending a student for repeated acts of disruptive behavior which are not of such a nature to warrant immediate removal, good faith efforts to implement a remedial discipline plan should be made. Should a disciplinary sanction be determined appropriate, alternatives to suspension should be considered before imposing a suspension from school attendance. A local school administrator shall take appropriate disciplinary action which interventions and/or disciplinary sanctions may include one or more of the following:

INTERVENTIONS

Referral to:

1. School counselor;
2. Anger management/self-discipline classes;
3. Court/ law enforcement agency;
4. Division of Family Services, Child Protective Services or other agency.

SANCTIONS

7. Behavior contract;
8. Community or school service;
9. Inter-class timeout;
10. Lunch/after-school detention;
11. Restitution for damage/harm;
12. Parent/guardian attending class with student (requires teacher permission).

CITATION FOR HABITUAL DISRUPTION

If a student engages in disruptive behavior 1) six times not resulting in suspension, or 2) three times not resulting in suspension plus one time resulting in suspension, or 3) two times resulting in suspensions, the student will be issued a “Habitual Disruptive Student Behavior Citation” and shall be referred to the juvenile court for violation. Within five days after the day on which the citation is issued, the school administration shall provide documentation to the parent, of the efforts made by the school to attempt to resolve the students disruptive behavior.

DISCIPLINE OPTIONS – PROCEDURES

Students, who violate school rules, disturb, or otherwise cause problems for students, teachers, or staff may receive a write-up. At the teacher/staff discretion, this write-up will be either a time-out or conference. The referral form is filed into the student’s personal file and a written description of the student’s behavior and consequence for behavior is noted on the student’s behavioral history.

A time-out is a minor offense and is meant as a warning to correct behavior. Three time-out offenses equal one conference. Typically, when a student is warned to correct behavior, if he/she does not respond in the appropriate manner after repeated requests, a time-out is written and given to the student. The student is escorted to the office and must visit with either the principal or the counselor. The student will be asked to write a behavioral plan stating what the problem is, and how the problem will be solved differently the next time they are faced with a similar situation.

A conference is a more serious warning given to the student. A student typically receives a conference when he/she has violated school rules and has not corrected his/her behavior from the plan written during a timeout. Also, a timeout may be bypassed due to the severe nature of the behavior.

Following is an outline of procedures that will be followed when a student receives an offense:

1st Offense: Conference with principal or counselor, telephone or mail contact with parents

2nd Offense: Conference with principal or counselor, telephone or mail contact with parents

3rd Offense: Conference with principal, counselor, teacher, parents, & student to determine appropriate intervention option for the offense committed.

4th Offense: Conference with principal, counselor, teacher, parents, staff to explore other

possible academic options. Student may receive a citation and be referred to juvenile court for being a habitual disruptive student. Other consequences may include suspension or expulsion.

Suspensions: Teachers, principal, or counselor may remove a student from class for one day or less for serious misbehavior. The teacher, counselor, and/or principal will make contact with the parent/guardian. A conference will be required with the parent/guardian, student, teacher, counselor, and principal prior to returning to school. The parent/guardian is responsible for taking their child home from school.

The principal may suspend a student from school for up to ten days for more serious misbehavior. The principal will make contact with the parent/guardian. A conference will be required with the parent/guardian, student, teacher, and director prior to returning to school. The parent/guardian is responsible to take their child home from school.

Expulsion: In cases where a student has received his/her 4th offense or student behavior requires more restrictive measures, the principal may order the expulsion of a student from FFCHS. Suspension, exclusion, or expulsion is mandatory for the following violations:

1. Any serious violation affecting another student or staff member, or occurring in the school building, in or on school property, or in conjunctions with any school activity, including the possession of a weapon, explosive, or flammable material under 52A-3-502 of the Utah Code, or the sale, control, or distribution of a drug or controlled substance as defined in 58-37-2 of the Utah Code, an imitation controlled substance as defined in 58-37b-2 of the Utah Code, or drug paraphernalia as defined in 58-37a-3 of the Utah Code: or
2. The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or Class A misdemeanor.

Least Restrictive Interventions – Restraint

FFCHS employees or volunteers may not inflict or cause the infliction of physical pain upon the body of a minor child as a disciplinary measure. Corporal punishment is defined as the intentional infliction of physical pain upon the body of a minor child as a disciplinary measure. This policy does not prohibit the use of reasonable and necessary physical restraint or force in self-defense or otherwise appropriate to the circumstance to:

3. Obtain possession of a weapon, other dangerous objects, or controlled substance in the possession or under the control of a child
2. Protect the child or another person from physical injury
3. Remove from a situation a child who is violent or disruptive
4. Protect property from being damaged.

In the event that a student's behavior requires emergency interventions to prohibit danger to him/her, others, property, or the threatened abuse to the aforementioned, emergency procedures may be implemented. Emergency procedures include the use of redirection, physical restraint, manual restraint, time-out, suspension, etc.

In the event that emergency procedures are utilized, staff will document all periods of emergency behavior control with a justification and authorization for each period. A parent or guardian will be contacted. If student's behavior continues to escalate in terms of severity, additional assistance will be sought through outside agencies (i.e., Logan City Police, Bear River Mental Health).

The ultimate goal of discipline is to help the student deal with the concern and to assure

that the student becomes accountable for his/her own behavior.

GENERAL GUIDELINES FOR SEARCHES OF PERSON OR PROPERTY

Given the school's custodial and tutelary responsibility for children, and the school's intent to preserve a safe environment for all students and staff, school officials recognize that they must have the authority to conduct reasonable searches of students and student property. School officials engaging in searches of students and property shall abide by the following guidelines:

Student Locker

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

Searches of Students, Student Property, and Student Vehicles

Searches of a student's person, personal property (coats, hats, backpacks, book bags, purses, wallets, notebooks, gym bags, etc.) or vehicle may be conducted whenever the student's conduct creates a reasonable suspicion that a particular school rule or law has been violated and that the search is reasonably related to the suspicion and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Circumstances warranting a search include those in which school officials have reasonable suspicions that the student or student property is concealing weapons, drugs, alcohol, tobacco, unsafe contraband, pagers or lost/stolen/misplaced items.

Searches of Personal Belongings and Vehicles

Personal belongings and vehicles may be searched by school officials whenever school officials have reasonable suspicion to believe a student is concealing evidence of a policy violation or criminal activity and the items being searched are capable of concealing such evidence. The student may be asked to open personal belongings and vehicles, and to turn over personal property for search by a school official. All searches of student property by school officials shall be witnessed by an objective third party (such as another administrator, teacher, or police officer) to observe that the search is not excessively intrusive.

All contraband discovered in a search by school officials shall be immediately confiscated and turned over to law enforcement officers if school officials have reason to believe the contraband is related to the commission of a criminal act.

Searches of Person

School officials shall make sure the search meets the following guidelines:

- The search shall be conducted in a private area of the school by a school official of the same sex as the student being searched;
- The search shall be observed by an objective third party of the same sex as the student being searched (i.e., administrator, teacher, police officer);

- School officials may ask the student to remove his/her hat, coat, shoes and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband;
- Under no circumstances may school officials require students to remove any other items of clothing or touch students in any way during the search.
- If this limited search does not turn up suspected contraband and school officials have reasonable suspicion that the student is concealing contraband in his/her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants or underwear), law enforcement officers shall be summoned immediately to conduct further search and investigation.

Documentation of Searches

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

- The time, place and date of the search;
- The reasonable suspicion giving rise to the search (what did school officials suspect to find during the search);
- The name and title of individuals conducting and observing the search;
- A statement about evidence that was found or not found as a result of the search;
- A statement about who took possession of contraband (i.e., police, school, etc.);
- Information regarding the attempts of school officials to notify parents about the search.

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property. The individual's right, however, is balanced by the schools' responsibility to protect the health, safety and welfare of its students. It should be made clear to all that lockers are the property of the school. A student's locker and/or its contents may be searched by building administrators without prior permission in order to uphold the safety and security of pupils and personnel in accordance with Act 451, Section 380.1306.

It is strongly recommended that the student also be present for the search of his/her locker. Except in an emergency it is recommended that the building principal or his/her designee have another adult present during a locker search.

The principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in the course of conducting a locker search. The principal or his/her designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy or rules.

Drug Detecting Canines

FFCHS recognizes that it is the responsibility of the school principal to establish a school climate conducive to preventing and combating student drug use and abuse. Within this expectation, school administrators have a legal and moral responsibility to be fair and to protect students from excessive and unreasonable intrusion of their individual rights.

The invasion of individual privacy should be minimized and students should not be unduly frightened or humiliated within the school setting. Because the sniffing of students by drug

detecting canines may be embarrassing or frightening and significantly intrusive **it shall not be permitted.**

Students do not have an exclusive right to possession of individual school lockers and no reasonable expectation of privacy. Because control of lockers is shared between the student and the school, the sniffing of a locker by drug detecting canines will be permitted on a random basis periodically throughout the school year.

If a searched locker contains drugs, alcohol, or tobacco or other contraband, students assigned to the locker and the owner of such materials shall be subject to school disciplinary action. Information about such prohibited materials may be referred to law enforcement officials for appropriate action.

ADMINISTRATIVE GUIDELINES

In creating a proper and effective learning environment within the framework of mutual respect and trust, a school principal will use caution and discretion in determining when to use a drug detecting canine in the school. The principal may also want to consider the establishment of an Awareness Plan to inform the community that drug-detecting canines may be used in the school. The school principal shall have the primary responsibility to determine when, and if, a drug detecting canine shall be used in the school. No drug-detecting canine shall be used in the school without the permission of the principal and the approval of the Chief Administrative Officer or their designee.

When drug-detecting canines are in the school, law enforcement officials shall be present only to handle the dogs. The principal will retain authority and responsibility to conduct any investigation, search of lockers, questioning of students and notification of parents. A positive response from a drug-detecting canine to a particular locker shall be interpreted by the school principal or designee as reasonable grounds that a search may be conducted without a search warrant. Not less than two (2) school staff members shall be present to verify the procedures used in the search.

When law enforcement officials are conducting a search in the school, either with or without the school's involvement, school authorities shall require that a search warrant is obtained prior to the search. School officials shall not conduct any search in cooperation with law enforcement officials without a search warrant.

As a part of a school's drug prevention and education program, drug detecting canines may be used for demonstration purposes in the school.

Sniffing of students by drug detecting canines will not be permitted.

School officials may turn over to law enforcement officials any drugs, alcohol, tobacco or other contraband found in student lockers.

Drug detecting canines may be used to sniff vehicles in the school parking lot under the same guidelines pertaining to the sniffing of school lockers; however, if there is a positive alert by the drug-detecting canines, no search of vehicle shall be conducted without a search warrant.

DUE PROCESS

1. The administrator shall:
 - a. Make reasonable attempts (documented) to notify a parent/guardian immediately of the decision to suspend, exclude, or expel, as well as discuss grounds for action, time period for suspension, and time and place for

- parent/guardian to meet and review the action.
 - b. Prepare documentation of charges, evidence, behavioral history, and action taken that will be explained and made available to the student. This documentation will be signed by the student and the principal. If the student refuses to sign documentation, the principal will document the refusal.
2. The student shall be given an opportunity to be heard and counseled by school officials.
 3. If the student denies the charges, an explanation of the evidence and an opportunity to present his/her version when the student version differs from the charges shall be offered in a hearing with parent or guardian.
 4. Parent/guardian notice shall precede the student's removal from school. If, in the judgment of the principal, notice is not possible because of unavailability of the parent/guardian and/or the student's presence poses a danger or disruption to the education process, he/she may be removed immediately. However, in such cases, the necessary notice shall follow as soon as possible.
 5. A student's re-admission to school is contingent upon a parent conference. This conference is for the purpose of planning for the student's success and the school receiving the assurance that repeated violations will not occur.
 6. Student's non-attendance due to the failure of a parent/guardian to promptly schedule and/or keep appointments for the due process shall be considered truant.
 7. The school shall maintain a record of all suspended or excluded students and a record of follow-up contacts which shall be at least once a month during the period of disciplinary action.

Student Rights

1. Students may exercise their constitutionally protected rights of free speech, and/or expressions, giving due consideration to the rights of others - time, place, and manner of the expression.
2. Students have the right to fair, consistent, and respectful treatment by staff members and other students.
3. Students have the right to be informed about rules of the school. When a student is referred for disciplinary action, the student has the opportunity to respond to the allegations.
4. Students sixteen years of age and older, or under sixteen with parental consent, have the right to see their own personal files, cumulative folders, transcripts, and other school records during school hours. Students have the right to insert rebuttals to information and opinions in their files.
5. Students have the right to present complaints or grievances to school authorities and the right to receive authoritative replies within a reasonable time regarding the disposition of their complaints or grievances.

FREEDOM OF EXPRESSION

Student speech is protected by the First Amendment of the United States Constitution. Thus, students have the right to express themselves openly on school premises about

matters of social, political, and religious importance. However, students may not express themselves in a way that causes a disruption of, or interference with, the orderly conduct of school activities or is inconsistent with the school's basic educational mission. Teachers and administrators may also edit the style and content of student speech at school assemblies, in the school newspaper, in school theatrical productions, and in other school-sponsored activities, where teachers and administrators have legitimate educational concerns.

APPEALS COMMITTEE

This select committee of faculty members, counselors and administrators deals with written appeals in accordance with FFCHS grievance procedures.

SCHOOL LUNCH

Students will be given a forty (40) minute lunch period. During this lunch period, Fast Forward Charter High School will have an open campus. Students are welcome to bring lunch from home, purchase school's lunch, or go to one of the local restaurants. Students who choose to eat in the cafeteria need to make sure that they clean their tables after they have finished eating their lunch.

CLASSROOM PARTIES

Utah State Law prohibits students from consuming "homemade" food in a classroom setting. Classroom parties also create added expenses—not only for food but maintenance and cleaning of school facilities. For these reasons classroom parties are discouraged.

BULLETIN BOARDS/WALLS

There are several bulletin boards placed throughout the school in an effort to provide current information to students and staff. The only place that notices/bulletins may be put up is on these approved bulletin boards. Permission must be granted through the main office in order for any notice to be placed on these bulletin boards. Other notices placed in our hallways will be taken down.

TRANSPORTATION GUIDELINES

Fast Forward will provide transportation for student participation in most school sponsored activities. For their own welfare and safety, students are required to use buses arranged for by school officials. The FFCHS administration does not advocate students traveling to school sponsored activities in vehicles operated by other students. Violation of bus rules will be handled as a disciplinary action by the principal.

PARKING

Because of the limited parking the FFCHS administration ask that students consider car pooling, parental drop-off and pick-up of students, and the use of the LTD community busing service.

ELIGIBILITY POLICY

Students representing FFCHS in interschool activities, in elected or appointed positions, or by way of competitive try-outs shall be full-time students. They must maintain acceptable scholarship, display satisfactory conduct and maintain a minimum standard of attendance

in all classes. Elected officers found ineligible will be removed from office for the remainder of the term. Upon a second offense, students will lose the privilege of participating in all extracurricular activities, including being an elected officer, for the rest of the calendar school year.

VISITORS

Any individuals visiting the school for any reason must report to the office. Students wishing to bring a visitor must obtain a visitor's pass from the office. Visitors must have a sponsor and will conform to all school regulations. The school may refuse to permit visitors at anytime when such visits are inappropriate or when circumstances warrant such action.

Visitors from other valley high schools will not be allowed to be on campus unless arrangements have been made beforehand by the administrations of both high schools.

EQUAL EDUCATION AND EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

FFCHS is committed to providing equal education and employment opportunities regardless of sex, marital or parental status, race, color, religion, age, sexual orientation or national origin. Title VII of the Civil Right Act of 1964 prohibits discrimination on the basis of race, color, or national origin. Title IX of the Educational Amendments of 1972 is similar in its prohibition of discrimination on the basis of sex in any educational program or activity receiving federal financial assistance by way of grant, contract, or loan. Equal opportunity includes: employment, admission, course offerings, and extracurricular programs, including sports, counseling, and testing.

The policy of the Fast Forward Board of Trustees is that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, or disability in any educational program, activity, or employment.

Responsibility for equal employment and educational opportunity throughout the school system rests with the FFCHS Board of Trustees. All questions, concerns, grievances and requests for information should be referred to:

Jill Lowe
Principal
875 West 1400 North
Logan, Utah 84321
(435) 713-4255