

THE PINNACLE CODE

The School Policy Manual for Pinnacle Canyon Academy
A Public K-12 Charter School
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*This school policy manual will be updated regularly as needed
and will be posted on the school's webpage: www.pcaschool.com*

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4. HEALTH, NUTRITION, WELLNESS AND SAFETY POLICIES

REVIEWED: August 26, 2025

4.1 PINNACLE HEALTH, NUTRITION AND WELLNESS POLICIES

BOARD APPROVED: May 20, 2025

Resources can be found at

<https://schools.utah.gov/schoolsafetyandstudentservices/pdfs/ModelHealthWellnessPolicy.pdf>

STATEMENT OF POLICY

Pinnacle Canyon Academy (Pinnacle) is committed to the optimal development of each student. This policy outlines the model approach to ensuring environments and opportunities for all students to practice lifelong healthy habits that promote physical, mental, and social health.

Research shows that students who are physically, mentally, emotionally, and socially healthy during and after the school day have positive outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and test scores, lower absenteeism, and better performance on cognitive tasks. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high quality physical education, and extracurricular activities perform better academically.

Chronic health conditions affect about 25% of children and adolescents, with about 5% of children having multiple chronic health conditions. Some chronic health conditions such as asthma, diabetes, seizure disorders, and poor oral health can affect students during the school day and possibly impact their academic performance. For example, research demonstrates that 49% of students with asthma miss one or more days of school because of asthma symptoms. Students with diabetes often face many challenges in school with monitoring and treating blood glucose levels, which can ultimately impact quality of life and school achievement. Research illustrates that students with seizure disorders may have difficulty with cognitive ability, academic performance, and scores on intelligence tests.

Research also shows that some chronic diseases can be prevented by eating well, being physically active, avoiding tobacco and excessive drinking, and getting regular health screenings. When systems support policy and create safe and healthy environments, students shall excel in their academic learning.

Mental and physical health are equally important components of overall health and well-being. Mental health is important at every stage of life, from childhood and adolescence through adulthood. Mental illnesses are conditions that affect a child's thinking, feeling, mood or behavior. Depression, anxiety, bipolar disorder, attention deficit disorder, and schizophrenia are conditions that may be occasional or chronic and affect the child's ability to relate to others and function during the school day.

Mental illnesses are among the most common health conditions in the United States.

- 1 in 5 children, either currently or at some point during their life, have had a seriously debilitating mental illness.
- 1 in 5 Americans shall experience a mental illness in a given year.
- A number of factors can contribute to risk for mental illness, such as:
 - Early adverse life experiences (ACES), such as trauma or a history of abuse (child abuse, witnessing violence, etc.).
 - Experiences related to other ongoing chronic medical conditions such as cancer or diabetes.
 - Chemical imbalances in the brain.
 - Use of alcohol and other substances.

- Having few friends, feelings of loneliness and isolation. Pinnacle shall engage the community in supporting the work of the local school in creating continuity between schools and other settings for students and staff to practice lifelong healthy habits.

Pinnacle shall establish and maintain an infrastructure for management, oversight, implementation, communication, and monitoring of the policy. The Pinnacle community (including parents, students, food service professionals, physical education teachers, school health professionals, community health partners, school nurses, the LEA board, and administrators) shall be encouraged to participate in the development and assessment of the wellness policy. Pinnacle may utilize a self-evaluation or planning tool to assess the effectiveness and quality of the policy.

NUTRITION

Pinnacle is committed to providing meals to students that offer an abundance of fresh fruits and vegetables, whole grains, and fat-free or low-fat dairy products, provide zero grams of trans-fat per serving, and limit saturated fat and sodium. Meal programs at Pinnacle shall seek to help children develop lifelong healthy eating behaviors, support healthy choices, and improve overall student health and wellbeing through the following policies and practices.

NUTRITION EDUCATION

- Nutrition education is taught as part of the Utah Core Standards for Health Education in grades K-6, middle school, and high school as consistent with R277-700.
- The nutrition curriculum is based on the Utah Core Standards for Health Education, which includes culturally and developmentally appropriate material.
- Nutrition education is incorporated into classroom instruction beyond health in subject areas such as mathematics, social sciences, language arts, and science.
- School nutrition services and health educators coordinate to link nutrition curriculum with activities in the cafeteria. The cafeteria is used to provide opportunities for students to apply lessons from the classroom and adopt healthy behaviors.
- Pinnacle has active chapters of agriculture education organizations and encourages student participation.
- Nutrition education and training are provided to teachers and other staff to help model and encourage healthy behaviors.

SCHOOL FOOD CULTURE

- Fresh fruits and vegetables, whole grains, and fat-free or low-fat dairy products are featured in school menus, are displayed in an attractive manner, and prepared appropriately.
- Food items available to children through school meals, a la carte, vending machines, school stores, events, celebrations, fundraisers, concessions, etc. support healthy food choices and the goal of improving student health and well-being.
- Pinnacle shall provide an environment that ensures students have the best opportunity to practice healthy eating behaviors with minimal distractions. There shall be no advertising on Pinnacle property that conflicts with health information provided through nutrition education and wellness efforts.
- All items sold to students during the school day meet the USDA Smart Snacks in School nutrition standards. Questions regarding food related fundraisers, school stores, etc. should be directed to the Food Service Department.
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EATING TIME

- Pinnacle recognizes mealtime as an integral time that allows students to enjoy eating, explore and try healthy options, as well as socialize. Students shall be provided at a minimum 10 minutes for traditional breakfast and breakfast after the bell models and 20 minutes for lunch, which excludes time to arrive at the cafeteria and wait in line.

- Breakfast in the Classroom may be counted as instructional time.
- Students are served meals at an appropriate and reasonable time of day.
- Lunch shall follow recess whenever possible, which can help to increase intake of healthy items, decrease food waste, and improve behavior.
- Considerations shall be made for students with medical needs, such as diabetes and hypoglycemia.

CELEBRATIONS AND REWARDS

- Pinnacle shall not use food as a reward or incentive for children, as they may undermine healthy nutrition practices being taught, teach children to eat when they are not hungry, and set the stage for unhealthy habits which can contribute to obesity.
- Teachers and parent groups shall be provided with a list of fun, non-food rewards and celebration ideas.
- Food and beverages shall not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

PROMOTION & MARKETING

Promotion of food and beverages on campus shall be limited to only items that meet the USDA Smart Snacks in School nutrition standards. Students shall receive consistent nutrition messaging across settings, including classrooms, gymnasiums, and cafeterias. Nutrition messages shall be emphasized to students by using these strategies:

- Display posters in classrooms, hallways, the cafeteria, etc. to promote healthy eating.
- Conduct taste tests with students to promote healthy options, inform menu development, and garner enthusiasm around trying new foods.
- Promote nutrition programs and provide nutrition tips and snacks at interactive family events such as parent-teacher conferences.
- Host a health and wellness fair to bring in community partners and provide nutrition resources..
- Nutrition messages shall be infused into the communication channels between the LEA and households/community (newsletters, social media, website, etc.).
- Create a wellness-focused school newsletter to promote healthy eating and physical activity to families.
- Share short nutrition and physical activity tips during the morning announcements
- Allow students to visit the water fountain throughout the school day and to carry water bottles in class. Letters shall be sent home to parents to encourage participation.
- Promote a healthy topic each month on a bulletin board in the main office.
- Cafeterias shall be decorated with murals, artwork, posters, and table tents to promote good nutrition during breakfast and lunch.

SPECIAL DIETS

Pinnacle is committed to providing all students with the nutritious and safe meals they need to be healthy. In order to ensure that all children shall have an equal opportunity to participate in school meal programs, Pinnacle shall:

- Design menus to accommodate cultural food preferences and common dietary requests, including allergies.
- Implement a written procedure to process requests for meal modifications.
- Create a team of individuals such as a 504 coordinator, school nurse, menu planner, foodservice director, teachers, aides, etc. that is tasked to:
 - ensure each child with special dietary needs receives appropriate accommodations,
 - discuss and implement best practices,
 - safeguard student confidentiality,
 - protect children in situations where food is served outside the cafeteria, such as classroom parties, and

- involve parents and guardians in the process to prevent miscommunication.

See USDA Guidance for more information.

PHYSICAL ACTIVITY

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a Comprehensive School Physical Activity Program (CSPAP) framework. CSPAP framework reflects strong coordination with the following components:

- Quality physical education as the foundation.
- Physical activity before, during, and after school.
- Staff involvement and family and community engagement.

Schools shall ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in Pinnacle shall be encouraged to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to; recess, classroom physical activity breaks, or physical education) shall not be withheld as punishment for any reason. Teachers and other school personnel shall not use physical activity (e.g., running laps, push-ups) as punishment. Pinnacle shall provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, Pinnacle shall ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Pinnacle shall conduct necessary inspections and repairs.

PHYSICAL EDUCATION

Pinnacle shall provide students with physical education using an age-appropriate, sequential physical education curriculum consistent with the Utah Core Standards for Physical Education in grades K-6, middle school, and high school consistent with R277-700. The physical education curriculum shall promote the benefits of a physically active lifestyle and shall help students develop skills to engage in lifelong healthy habits, as well as incorporate health education concepts.

The curriculum shall support the essential components of physical education, such as:

- All students shall be provided an equal opportunity to participate in physical education classes taught by qualified teachers.
- All LEA elementary students shall participate in physical education annually (R277-700) and should receive physical education for a minimum of 150 minutes per week throughout the school year.
- All LEA secondary students shall take a minimum of one physical education course in middle school and 1.5 credits of physical education in high school Model Health and Wellness Policy ADA Compliant December 2022 10 (R277-700). Physical education class should be a minimum of 225 minutes per week¹⁰.
- The LEA physical education program shall promote student physical fitness through individualized fitness and activity assessments and shall use criterion-based reporting for each student.
- All physical education classes shall be taught by licensed teachers who are certified or endorsed to teach physical education.
- IDEA requires that each child with a disability participates with nondisabled children in these programs and activities to the maximum extent appropriate to the needs of that child. Physical education services, specially designed, if necessary, must be made available to every child with a disability receiving a free appropriate public education, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades. Each public agency must take steps to provide nonacademic and extracurricular services and activities, including athletics, in the

manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. Guidance on the legal aspects of the provision of extracurricular athletic opportunities to students is provided under the IDEA link.

RECESS (ELEMENTARY)

Pinnacle recognizes that recess is a necessary structural component of the elementary school day for all students. Schools:

- Shall provide at least 20 minutes of active daily recess to all elementary school students.
- Shall not withhold recess, PE, or other physical activities as a punishment for poor behavior, incomplete class work, or remediation purposes.
- Shall not require students to engage in physical activity as punishment (such as running extra laps).
- Shall provide recess before lunch when schedules allow. o Considerations shall be made for students with medical needs, such as diabetes and hypoglycemia.
- Shall offer outdoor recess when weather is feasible for outdoor play. Considerations shall be made for heat, cold, or other extreme weather conditions.
- In the event that the school must conduct indoor recess, teachers and staff shall follow indoor recess guidelines that promote physical activity for students.
- Shall make accommodations for students to participate indoors for poor air quality on mandatory action days.
- Shall create schedules for recess to complement, not substitute, physical education class.
- Shall provide recess monitors or teachers to encourage students to be active and serve as role models by being physically active alongside the students whenever feasible. See Best Practices for Recess Guidance.

CLASSROOM PHYSICAL ACTIVITY BREAKS (ELEMENTARY AND SECONDARY)

Pinnacle recognizes that students are more attentive and ready to learn if provided with periodic breaks where they can be physically active or stretch. Students shall be offered periodic opportunities to be active or to stretch throughout the day on all or most days of a typical school week. Teachers shall provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks shall complement, not substitute, physical education, recess, and class transition periods.

Pinnacle shall provide resources, tools, and technology with ideas for classroom physical activity breaks. Healthy Bodies Healthy Minds Flipbook is a resource providing short activities that can be done in a classroom setting. Additional resources and ideas are available through USDA and the Alliance for a Healthier Generation.

ACTIVE ACADEMICS

Teachers shall incorporate movement and kinesthetic learning approaches into core subject instruction when possible (e.g., science, mathematics, language arts, social studies) and do their part to limit sedentary behavior during the school day.

Pinnacle shall support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources. Teachers shall serve as role models by being physically active alongside the students whenever feasible.

BEFORE AND AFTER SCHOOL ACTIVITIES

Pinnacle shall offer opportunities for students to participate in physical activity before and/or after the school day through a variety of methods. The LEA shall encourage students to be physically active before and after school. For non-active activities and clubs, LEA's shall encourage movement breaks and healthy snacks.

ACTIVE TRANSPORT

Pinnacle shall support active transport to and from school, such as walking or biking. Under Utah Code (Utah Code 53G-4-402), all elementary, middle, and junior high schools are required to create and distribute a Safe Routes Plan. The Safe Routes Plans shall encourage an increase in walking and biking to school.

HEALTH PROMOTION

AIR QUALITY

All individuals are entitled to breathe healthy air and to be free of the adverse health effects of indoor and outdoor air pollution.

The health, comfort, and learning environment of students and staff are important aspects of the school. Air quality, both indoor and outdoor, is a critical component of providing a healthy and comfortable learning environment. Pinnacle shall:

- Minimize indoor air pollutants, which shall reduce the likelihood of health problems including asthma, respiratory infections, allergic reactions, and other health problems.
- Control temperature, humidity, and ventilation associated problems, which shall foster students' comfort and learning.
- Monitor the outdoor air pollution and provide a safe alternative to outdoor recess on days with elevated levels of air pollution.
- Limit idling at drop off and pick up zones and post signage to remind parents and guests of idle free zones.

For more information see:

- Utah Department of Health Air Quality Recess Guidance for Schools (based on air quality).
- Air Quality Index.
- Air Quality Flag Program.
- Athletes and Asthma: The Community Coaches Role.

SUN SAFETY

Pinnacle recognizes Utah's high rate of skin cancer. In order to protect students and staff Pinnacle shall use comprehensive sun-safe practices to best protect students and staff from harmful sun exposure during school activities.

Whenever possible schools shall:

- Schedule recess for times when ultraviolet ray (UV) exposure can be minimized;
- Promote sun safety habits like wearing hats, sunglasses, or applying sunscreen;
- Specify that uniforms or clothing worn for physical education, band, and sports limit exposure to the sun; and
- Recognize that sun exposure can be an occupational hazard for employees who spend time outdoors and take steps to limit their exposure.

Pinnacle commits to teaching the sun safety standards as part of the Health Education Core Standards and utilizes vetted resources provided by the USBE.

- Pinnacle shall permit a student, without a parent's, physician's, or physical assistant's authorization, to possess or self-apply sunscreen that is regulated by the Food and Drug Administration.
- If a student is unable to self-apply sunscreen, a volunteer school employee may apply the sunscreen on the student if the student's parent provides written consent for the assistance.

- A volunteer school employee who applies sunscreen on a student in compliance with previous section and the volunteer school employee's employer are not liable for:
 - An adverse reaction suffered by the student as a result of having the sunscreen applied;
 - Discontinuing the application of the sunscreen at any time

HEALTH SCREENINGS

LEAs may participate in a variety of health screenings to identify students who may be at risk for developing health-related conditions. Some of the optional screenings may include oral health, height and weight, and hearing. Vision screening in schools is mandatory in Utah (Utah Code 53G-9-404). Schools shall notify parents or guardians of all student health screenings and provide them with information on how to exclude their student if the screening violates their personal belief.

PERIOD PRODUCTS

Pinnacle will provide period products at no cost in all female and unisex restrooms (Utah Code 53G-4-413 and 53G-5-414).

SUBSTANCE MISUSE PREVENTION AND INTERVENTION

The use of alcohol, tobacco and other drugs has been found to negatively affect the developing brain of youth. Not only are youth who use alcohol, tobacco and other drugs at a higher risk for experiencing addiction later in life, but teen substance use has been linked with school performance problems such as higher absenteeism and poor or failing grades. Using alcohol, tobacco and other illicit drugs in adolescence can harm the parts of the brain that control attention, learning, mood and impulse control.

Schools are in a powerful position of influence among the students they serve and can play a major role in prevention. Research is clear that the establishment and enforcement of clear, consistent standards of conduct, prevention education and promotion, and the implementation of evidence-based programs can prevent youth substance use.

ESTABLISH AND ENFORCE CLEAR STANDARDS OF CONDUCT

- Pinnacle has a comprehensive student conduct plan which addresses student use of alcohol and other controlled substances. (R277-609) (R277-613; Utah Code 53G-8-209)
- Prohibited behaviors include the use, possession, or distribution of alcoholic beverages, tobacco, electronic cigarettes, drugs, and drug paraphernalia on school grounds including during school sponsored extracurricular activities. (R277-613; Utah Code 53G-8-209)
- Pinnacle will distribute the rules of student conduct, including the alcohol, tobacco and other drugs policy to staff, parents, and students at least once a year.
- Pinnacle will post signs to inform staff, students, parents, and visitors that school property is an alcohol, tobacco, electronic cigarette, and other drug free zone.

SUBSTANCE MISUSE PREVENTION

- Pinnacle will provide a school sponsored parent seminar that includes substance misuse and prevention. (Utah Code 53G-9-703)
- Pinnacle will ensure that a local board-approved Positive Behaviors Plan is implemented in each school and regularly reviews the plan to determine if adjustments/enhancements should be made.(Utah Code 53G-10-407)
- Pinnacle will provide instruction on avoiding alcohol, tobacco, electronic cigarettes, and other drug use at each grade level by committing to teaching the substance abuse prevention standards as part of the

Health Education Core Standards and utilizing vetted resources provided by the USBE. (Utah Code 53G-10-405)

- Pinnacle will ensure that an approved evidence-based underage drinking and substance abuse prevention program is provided to each 4th or 5th AND each 7th or 8th AND each 9th or 10th grade student. (R277-910; Utah Code 53G-10-406) Utah's current approved program is Botvin's LifeSkills Training (LST).
- When selecting additional substance abuse prevention programs, Pinnacle will follow prevention principles representative of current research including:
- Pinnacle will focus on programs that enhance protective factors and reverse or reduce risk factors.
- Chosen programs will address all forms of drug misuse including the underage use of legal drugs, the use of illegal drugs, and the inappropriate use of prescription medications, or over-the-counter drugs.
- Prevention programs for elementary school children should target improving academic and social-emotional learning to address risk factors for drug abuse, such as early aggression, academic failure, and school dropout. Education should focus on the following skills:
 - self-control;
 - emotional awareness;
 - communication;
 - social problem-solving; and
 - academic support, especially in reading.
 - Prevention programs for middle or junior high and high school students should increase academic and social competence with the following skills:
 - study habits and academic support;
 - communication;
 - peer relationships;
 - self-efficacy and assertiveness;
 - drug resistance skills;
 - reinforcement of anti-drug attitudes; and
 - strengthening of personal commitments against drug abuse.
- Prevention programs should be long term with repeated interventions (i.e., booster programs) to reinforce the original prevention goals.
- Prevention programs should include teacher training on good classroom management practices, such as rewarding appropriate student behavior. Such techniques help foster student's positive behavior, academic motivation, and school bonding.
- Prevention programs are most effective when they employ interactive techniques.
- Pinnacle will work in collaboration with Local Substance Abuse Area Authorities and community prevention providers in order to most effectively prevent substance misuse.

SUBSTANCE USE INTERVENTION

- When the designated educator has received a report of a substance use violation, they must report the violation to the student's parent or guardian and determine if the violation needs to be reported to law enforcement. (R277-910, Utah Code 53G-8-211)
- Pinnacle has an updated policy regarding the confiscation and disposal of electronic cigarette products and follows Utah regulations regarding the proper disposal of nicotine products. (Utah Code 53G-8-203(3), Utah Admin Code R315-260 through 262)
- Pinnacle recognizes that violations of substance use policies may be an issue of addiction and therefore, education and cessation resources will be provided to the student and parent/guardian.
- A student may be suspended or expelled from public school for the possession, control or use of an alcoholic beverage, (Utah Code 53G-8- 205) however progressive discipline, e.g., along with education and cessation resources are key recommendations when it comes to enforcement of substance use violations.^{16, 17}
 - For examples of programs to use as part of a substance use violation progressive discipline plan, Pinnacle can reach out to the USBE prevention team. Model Health and Wellness Policy ADA Compliant December 2022

- If a student is found distributing controlled substances, imitation controlled substances or drug paraphernalia, they must be suspended or expelled from school. (Utah Code 53G-8-205)
 - Parents must be notified of the decision. (R277-910-10, Utah Code 53G-8-211)

INJURY PREVENTION

- Pinnacle staff shall be required to receive training and instruction on child sexual abuse prevention and awareness, responding to a disclosure of child sexual abuse, and mandatory reporting requirements according to the Utah Child Sexual Abuse Prevention law (Utah Code 53G-9-207).
- Pinnacle shall adopt comprehensive school policies and procedures for suicide prevention, intervention, and postvention. Since youth are at higher risk for suicide after an attempt and/or inpatient care, this should include procedures for the re-entry process after this has occurred. By having clear policies and procedures in place, schools can act to reduce the risk of suicide and to prevent suicide contagion.
- Pinnacle shall adopt comprehensive school policies, procedures, and activities related to violence prevention, including sexual harassment, sexual assault, and dating violence. Language that is inclusive of lesbian, gay, bisexual, transgender, questioning, intersex, asexual, etc. (LGBTQIA+) students shall be included in these policies.
- Pinnacle shall adopt policies and practices that promote connectedness as a protective factor against multiple forms of injury and violence.
- Pinnacle staff shall be required to receive evidence-based training in suicide prevention (e.g., QPR, Mental Health First Aid, etc.) every year. These same opportunities shall be made available to parents/guardians.
- Pinnacle shall offer yearly parent seminars on traumatic brain injury or concussions, substance abuse, bullying, mental health, depression, suicide awareness, suicide prevention, internet safety, and the School Safety and Crisis Line according to the Utah Parent Education law (Utah Code 53G-9- 702).
- Pinnacle coaches, trainers, officials, and student athletes shall be trained yearly on recognizing and responding to concussions and the Protections of Athletes with Head Injuries Act (Utah Code 26-53). A child who gets a head injury must be removed from play and may only return after written clearance from a qualified health care provider according to Utah Code 26- 53-101 and R277-614.
- Pinnacle shall adopt school policies and procedures for head injuries, including head bumps:
 - for return to learn/play after a concussion or traumatic brain injury (TBI). See USBE Model Head Injury Policy;
 - parent notification following any reported or witnessed head injury or bump; and
 - monitor students for 30 minutes using the USBE model forms following a head injury.
- Pinnacle shall participate in the Student Injury Reporting System (SIRS). The SIRS allows schools to track injuries that happen on school grounds during school hours or school-sponsored activities.
- Pinnacle shall post seatbelt reminder signs along drop off and pick up zones
- Pinnacle shall conduct seat belt observations at least two times per year to better analyze seat belt use in drop off and pick up zones.
- Pinnacle shall provide proper booster seat education to teachers and students.

Contact the Utah Department of Health’s Violence and Injury Prevention Program for further guidance/resources: vipp@utah.gov.

STAFF WELLNESS

The Pinnacle wellness committee shall develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan shall be based on input solicited from staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among staff.

The Pinnacle shall encourage staff to serve as positive role models for healthy eating and physical fitness. Pinnacle shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees. The Pinnacle shall have a location and allow schedules for anyone needing to express milk. The Federal Break Time for Nursing Mothers law requires employers covered by the Fair Labor Standards Act (FLSA) to provide

basic accommodations for breastfeeding mothers at work. These accommodations include the following components:

- Privacy for milk expression. This can be a private office (if it can be locked) or an onsite, designated lactation room(s) with an electrical outlet where breastfeeding employees can use a pump to express milk during the work period. This should be a place other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk.
- Flexible breaks and work options. Women need to express milk about every three hours, or two to three times during a typical workday. Each milk expression time takes around 15 minutes, plus time to go to and from the lactation room. Women should be able to express breast milk for her nursing child for one year after the child's birth each time such an employee needs to express the milk and a place other than a bathroom.
- Support. A positive, accepting attitude from administrators and coworkers helps breastfeeding employees feel confident in their ability to continue working while breastfeeding.

Pinnacle shall develop a Comprehensive School Physical Activity framework which allows staff to participate in or lead physical activity opportunities throughout the school day. An employee wellness program shall be implemented in each building to meet the unique wellness needs of school staff.

CHRONIC, INFECTIOUS & ACUTE DISEASE MANAGEMENT

Pinnacle shall have a minimum of one professional registered school nurse who can assist with the management of chronic, infectious, and acute diseases the students may have. The school nurse is the best person to manage these conditions in the school setting.

Pinnacle shall have at least one automated external defibrillator (AED) per school. This device should be examined monthly to make sure all components are working properly.

A minimum of two school employees shall be certified in first aid and cardiopulmonary resuscitation (CPR). At least one person certified in first aid and CPR shall be on-site when school is in session (R392-200-9).

Before the school nurse can delegate a medical task to a school employee, the nurse shall complete an individualized healthcare plan (IHP) or emergency action plan (EAP). The delegated task shall be identified in the IHP (R156-31b-701a). The Utah Department of Health has created simplified IHPs and EAPs for use in Pinnacle for students with the most common chronic health conditions (allergies, asthma, diabetes, seizures). These forms can be found at <http://choosehealth.utah.gov/prek-12/school-nurses/guidelines/forms.php>.

Beginning with the 2022-23 school year, all LEAs shall provide seizure awareness training to all teachers and administrators of students with epilepsy. Beginning with the 2023-24 school year all LEAs shall provide seizure awareness training for all school staff who interact with or supervise students (Utah Code 53G-9-213).

MEDICATION MANAGEMENT

Students shall be allowed access to medication during school hours by following Utah Code 53G-9-502 which requires prior parent/guardian and healthcare provider authorization. Parents must submit a completed medication authorization form annually to Pinnacle for any routine and scheduled medications that are required during school. The school nurse shall train staff on how and when to administer medication to students.

Students are allowed to possess and self-administer certain medications after proper signed authorization by both the student's parent and healthcare provider are submitted each year. This applies to epinephrine auto-injectors, asthma medication, and diabetes medication. All other medication shall be stored in a locked location with the exception of epinephrine auto-injectors, and asthma rescue medication. These shall be kept in a secure, but unlocked location.

- Allergy and anaphylaxis: Students are allowed to possess and self-administer an epinephrine auto-injector (when appropriate) after proper authorization has been submitted to Pinnacle (Utah Code 26-41). If the student does not self-carry the epinephrine auto-injector, the device shall be kept in a secure but unlocked location. All other allergy medication shall be kept in a locked location. Schools shall have at least one stock epinephrine auto-injector available as required by Utah Code 26-41. Trained school employees shall immediately administer the epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis.
- Asthma: Students shall be allowed to possess and self-administer their asthma medications (when appropriate) after proper authorization has been submitted to the school by Utah Code 26-41. If the student does not self-carry the asthma medication, the device shall be kept in a secure but unlocked location.
- Each school may carry stock albuterol for use with a student who:
 - Has a known diagnosis of asthma by a healthcare provider;
 - Has a current asthma action plan on file with the LEA; and
 - Is showing symptoms of an asthma emergency.
- The decision of a school to carry stock albuterol may not be interpreted to relieve a student's parent or guardian of providing a student's medication or create an expectation that an LEA shall have stock albuterol available.
- Diabetes: Students shall be allowed to carry and self-administer their diabetes medication (when appropriate) after proper authorization has been submitted to the LEA as allowed by Utah Code 53G-9-506.
- Seizures: School nurses shall train school employee volunteers to administer emergency seizure rescue medication (when appropriate) after proper authorization has been submitted to the LEA per Utah Code 53G-9- 505. Students shall not carry this medication. These medications shall be kept locked, but accessible for use in an emergency.
- If the parent does not submit the required paperwork to allow emergency rescue medication at an LEA, employees shall be instructed to call 911 in the event of an emergency.

MENTAL HEALTH

Mental health means a person's emotional, psychological, and social well-being which can affect how a person thinks, feels, and acts including how a person handles stress, relates to others, and makes healthy choices (R277-625).

Mental health is more than the absence of illness, it is an integral component of health and well-being. Pinnacle understands the role mental health plays in the school context because it is central to our students' social, emotional, and academic success. When students' mental health is supported they are better able to learn, make decisions, build relationships, cope with life's challenges, and thrive.

Mental health exists on a continuum and is determined by a complex interplay of individual, social and structural stresses and vulnerabilities. Promoting mental wellness and reducing mental illness for all students is a priority that can be achieved by implementing school-based mental health policies and practices. These efforts are categorized by: prevention, identification, intervention, and recovery.

PREVENTION

Prevention efforts in Pinnacle involve a variety of proactive strategies with the goal of increasing student well-being and reducing future mental health challenges in our school community. The goal of our prevention efforts are to decrease risk factors and increase key protective factors in students, such as resilience, feelings of safety and

connectedness to school, appropriate social connections with both adults and peers, social emotional competence, and a knowledge of development. These protective factors mitigate the effects of risks to students, build students' strengths, and promote healthy development of students.

In an effort to understand students, parents, school personnel and other stakeholders' feelings of safety and connectedness, Pinnacle administers a School Climate Survey every other year in accordance with Board Rule R277-623. The results of the school climate survey help inform Pinnacle about how to improve the school environment.

Pinnacle's universal Tier 1 prevention efforts include:

- Absenteeism, truancy, and dropout prevention – See Truancy and Chronic Absenteeism Policies, 2.1.8 and Drop Out Prevention, 3.3.3
- Bullying prevention – See Anti-Bullying Policies, SECTION 2.1.4
- **Child sex abuse and human trafficking prevention – UNDER REVIEW**
- Substance use prevention SEE Alcohol, Tobacco, and Drug Policies, SECTION 6.1.25
- Suicide prevention SEE Suicide Prevention and Programs, SECTION 4.16

EDUCATION

Pinnacle commits to teaching the mental and emotional health standards as part of the Health Education Core Standards in grades K-6, middle school and high school and utilizes vetted resources provided by the USBE. Identification

MENTAL HEALTH SCREENING

Routine mental health screenings are a key part of understanding youth mental health. Mental health screenings in schools, with active, written consent from parents, allow staff to identify potential mental health conditions early and connect students with help.

Pinnacle may provide mental health screenings for students within the school setting for the purpose of identifying if a student is experiencing, or is at risk of experiencing, issues related to the student's mental health. Mental health screenings are NOT a diagnostic tool or process; or a system or process used by a student's teacher to observe behavior for the purpose of targeted learning interventions.

According to Board Rule R277-625, mental health screenings may only screen for depression, anxiety, and suicidal ideation. At this time, no other mental health conditions may be screened. While behavioral screenings are not equivalent to mental health screenings, a screener that includes questions regarding depression, anxiety, or suicidal ideation does fall under the mental health screening program and must adhere to the same policies. A list of up-to-date approved mental health screening tools can be found here.

Pinnacle follows the guidelines outlined within 53F-2-522 and R277-625 regarding Mental Health Screening

INTERVENTION

Pinnacle utilizes a tiered system of support to structure and deliver mental health interventions to students. Universal, school-wide programs which include mental health literacy and efforts to reduce stigma surrounding mental health issues are provided within Pinnacle. Additionally, Pinnacle provides targeted and individualized interventions to students who have been identified as needing additional support through identification and assessment efforts. Targeted and individualized mental health interventions include individual and/or group counseling and/or therapy provided by professionals working within the scope of practice of their license. Intervention may also be provided through contracted services from community mental health professionals.

Pinnacle only provides these services to students upon written parental consent as referenced in [LEA consent policy and procedure] in accordance with 53E-9-203. Parental consent is not required when Pinnacle staff believes a student is at-risk of attempting suicide, physical self-harm, or harming others. Pinnacle staff may intervene to ask the student questions about their student's suicidal thoughts, physically self harming behavior, or thoughts of harming others for the purposes of referring the student to appropriate prevention services and immediately informing the student's parents as referenced in [LEA procedure about parental notification].

RECOVERY

Return to Learn

Students may need to leave school temporarily to access more intensive mental health support. Pinnacle supports students returning to school by partnering with community providers, parents, and the student to develop a transition plan as found in [LEA policy].

LAW AND POLICY

Under the Electronic Code of Federal Regulations 7 CFR 210.31 Local Wellness Policy.

Utah Code (53G-7-1202 and 53G-4-402): all elementary, middle and junior high schools are required to create and distribute a Safe Routes Plan. The Safe Route Plans shall encourage an increase of walking and biking to school.

The Federal Pro Children Act of 1994 states: "No person shall permit smoking within any indoor facility utilized for services for kindergarten, elementary or secondary education or library services to children." This applies to all schools and programs that are funded by the federal government or through state and local governments.

IDEA: Creating Equitable Opportunities for Children and Youth with Disabilities to Access Physical Education and Extracurricular Athletics.

Utah Code 26-38-2: The Utah Indoor Clean Air Act prohibits smoking and vaping at ALL elementary and secondary schools, both public and private; this includes the premises on which those facilities are located.

Utah Code 53G-4-413: Required provision of period products in schools (public schools).

Utah Code 53G-5-414: Required provision of period products in charter schools. Utah Code 53G-9-213: Required seizure awareness training in Utah schools.

Utah Code 53G-10-406: Requires a, "school-based underage drinking and substance abuse prevention program" for students in grades 4 or 5 AND 7 or 8 AND AGAIN in 9 or 10. Pinnacle has chosen to use Tier 1 programs of Positive Action and Aggression Replacement Training to meet this requirement as they are research-validated prevention program proven to reduce the risk of substance abuse and other risky behaviors by targeting the major social and psychological factors that promote initiation.

Utah Code 53G-10-407: Requires LEAs to create a positive behaviors plan based on the input of students, parents, and staff; and submit the positive behaviors plan to the LEA governing board for approval

Utah Code 53G-10-408: Requires students to complete CPR training at least once during the period that begins with the beginning of grade 9 and ends at the end of grade 12 during Health Education.

Utah Code 53G-9-204: School nursing services: LEAs are encouraged to provide nursing services equivalent to one school nurse for every 2,000 students.

Utah Code 53G-9-205.1: Start Smart Utah Breakfast Program.

Utah Code 53G-9-208: Sunscreen use and possession at school.

Utah Code 53G-9-502: Administration of Medication.

Utah Code 26-53: Protection of athletes with head injuries.

Utah Code 53G-9-702: Suicide prevention.

Utah Code 53G-9-703: Parent education-mental health-bullying-safety.

Utah Code 53G-9-704: Youth suicide training for employees.

Utah Code 53G-9-207: Child sex abuse prevention.

Utah Code 26-55: Opiate Overdose Response Act.

Utah Code 53G-9-404: Public Education vision screening.

Utah Code 26-41-103: Stock epinephrine and stock albuterol.

R156-31b: Nurse Practice Act Rules.

R277-620: Suicide Prevention Programs.

R277-700: The Elementary and Secondary School General Core

R392-200-9: School Health and Safety: requires all LEAs to have two staff members who are CPR and first aid certified.

MONITORING AND EVALUATIONS

Annual monitoring and evaluation of the Health and Wellness Policy is crucial to ensure its ongoing effectiveness and relevance.

Assessment Resources: This LEA Wellness Policy Evaluation Tool was created using the Utah State Board of Education (USBE) Model Wellness Policy as a guide and is meant to assist LEAs in identifying any gaps within their own policies and practices. https://utahgov.co1.qualtrics.com/jfe/form/SV_9WXW2GY9cpPexXo

A triennial assessment of the LEA Wellness Policy is required by USDA FNS for those participating in the National School Lunch Program. <https://www.fns.usda.gov/school-meals/local-school-wellness-policy>.

WellSAT: A quantitative assessment tool to help you score and improve your local school wellness policy.

School Health Index (SHI): An online self-assessment and planning tool that schools can use to improve their health and safety policies and programs.

Whole School, Whole Community, Whole Child (WSCC): The CDC's framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices.

Worksite Wellness Scorecard: The CDC Worksite Health ScoreCard is a tool designed to help employers assess whether they have implemented evidence-based health promotion interventions or strategies in their worksites to improve the health and well-being of their employees.

BUY AMERICAN ACT

BOARD APPROVED: May 2025

see also General Financial Policies

The Buy American provision requires school food authorities to purchase, to the maximum extent practical, domestic commodities or products. The Buy American provision applies to school food authorities located in the contiguous United States. Pinnacle will adhere to the Buy American provision to the maximum extent it is practical.

4.2 SCHOOL BREAKFAST/LUNCH

Pinnacle has been approved to participate in Community Eligibility Provision (CEP) Beginning SY 2022-2023 through SY 2025-2026, breakfast and lunch will be available to all children who attend at no charge and eliminate the collection of meal applications for free, reduced-price, and paid student meals. CEP reduces burdens for both families and school administrators and helps ensure that students receive nutritious meals.

For the school years where Pinnacle is not participating under CEP, the policy is as follows:

School breakfast and lunch prices change yearly. Current student prices are \$2.00 for breakfast and \$3.00 for lunch. Adult prices are \$2.00 for breakfast and \$4.00 for lunch. Reduced prices are \$0.30 for breakfast and \$0.40 for lunch.

School Food Charge Policy

Effective starting 2015-2016 school year, students at Pinnacle may charge for school lunch, up to five meals per child, in the school year. All charges are to be granted in emergency cases only. If a family's lunch balance exceeds \$100, parents/guardians will be sent to collections after three contact attempts have been made. Parents/guardians are responsible to keep school lunch balances current. Middle and high school students will be denied lunch after the fifth charged meal. If applicable, it is recommended that parents/guardians fill out Free/Reduced Application forms annually (www.schoollunchapp.com). In order to keep school lunch balances current, **Parents/Guardians are responsible to create an account and check students' balances** on www.myschoolbucks.com using their students' lunch number. Through this system, reminders can be sent through email. Notices will be given verbally and low/negative balances are printed daily. All balances are due at the end of the school year, upon transfer, &/or graduation.

Pinnacle adheres to the state guidelines and policies for Free and Reduced Lunch applications
<https://cnpweb.schools.utah.gov/cnpweb/frameManager.asp>

POLICY STATEMENT FOR FREE AND REDUCED-PRICE MEALS

Utah State Board of Education
Child Nutrition Programs
250 East 500 South PO BOX 144200
Salt Lake City, UT 84114-4200
801-538-7680 · Fax 801-538-7883
schoolnutritionprograms@schools.utah.gov
USB E Child Nutrition Programs 4/2019

The above-named sponsor has an agreement to participate in the National School Lunch Program (NSLP), National School Breakfast Program (NSBP) and/or Special Milk Program (SMP). Program participation is recorded in

CNPWeb. In accordance with 7 CFR 245.10, each Local Education Agency (LEA) participating in the NSL, SBP and/or the SMP with the free milk option must have an approved free and reduced-price policy statement on file with the Utah State Board of Education Child Nutrition Program office that accurately describes its current free and reduced-price policy. Standard counting and claiming schools accept responsibility for providing free and reduced-price meals or snacks or free milk to eligible children in the facilities under its jurisdiction, effective the current school year. This policy statement is permanent as approved.

Community Eligibility Provision Schools, Provision 2 and Provision 3 Schools (NSLP & SBP) accept responsibility for providing meals or snacks to all children at no cost in approved schools under its jurisdiction, effective with the current school year. Such schools are exempt from parts A, B, C, E, F, G and H of this agreement.

The sponsor assures the Utah State Board of Education that it will uniformly implement the following policy to determine children's eligibility for free and reduced-price meals or free milk in all child nutrition programs under its jurisdiction. In fulfilling its responsibility, the sponsor:

- A. **Eligibility Official.** Agrees to designate an LEA official as an application approving official. The approving official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced-price meals or free milk. The name of the individual responsible is recorded on CNPWeb.
 - i. **Application Procedures.** Agrees to distribute to the households of enrolled children: a letter to households and an application for free and reduced-price meals or free milk. These items are to be distributed at the beginning of each year. LEAs will ensure there are no barriers for participation in our Programs for Limited English Proficient (LEP) families and that State agencies and LEAs are required to communicate with parents and guardians in a language they can understand throughout the certification and verification processes. Application materials will be made available in languages applicable to the school population. The LEA will follow the current USDA FNS guidance and policy in determining free and reduced-price meal eligibility. Applications may be completed at any time during the year. Any household enrolling a child for the first time, at any time during the year, shall be supplied with such documents.
 - ii. **Direct Certification.** The LEA will directly certify students in the CNPWeb Direct Certification module complying with the process established by the state Child Nutrition Programs.
 - iii. **Foster Child.** A foster child is categorically eligible for free meals and may be included as a member of the foster family if the foster family chooses to also apply for benefits for other children and an explanation that including children in foster care as household members can help other children in the household qualify for free or reduced-price meals. If the foster family is not eligible for free or reduced-price meal benefits, this does not prevent a foster child from receiving free meal benefits;
 - iv. **Categorically Eligible.** Households with children who are categorically eligible under Other Source Categorically Eligible Programs shall contact the school for assistance in receiving benefits and indicate the source of their status on the application.
 - v. **Free Meals or Milk.** Agrees to serve meals, snacks, or milk free to children from families who receive SNAP, TANF, FDPIR, Homeless, Migrant, Foster, Runaway, or whose income is at or below the current year Income Eligibility Guidelines for free meals or milk.
 - vi. **Reduced-Price Meals or Snacks.** Agrees to serve meals or snacks at a reduced price to children from families whose income falls between the free meal scale and the maximum percent of the current year Income Eligibility Guidelines.
 - vii. **Transfer Students.** If a child transfers from one facility to another under the jurisdiction of the same sponsor, his/her eligibility for a free or reduced-price meal or snack or free milk will be transferred to and honored by the receiving facility.

- viii. **Notification.** All children from an eligible household will receive the same benefits. Within ten working days of the receipt of application, parents or guardians will be notified individually of the acceptance or denial of their application [7 CFR 245.6(c)(6)(i)].
 - ix. **Denied Application.** When an application is denied, households will be provided written notification of the reason for denial and the hearing procedure.
 - x. **Effective Eligibility.** Children will be served free or reduced-price meals or snacks or free milk immediately upon the establishment of their eligibility.
- B. **Meal Charges.** Agrees that the maximum reduced price charged to eligible students shall not exceed 40 cents for a lunch, 30 cents for a breakfast, 15 cents for a snack for private schools, and no charge for snacks for public schools.

BOARD APPROVED: June 2021

- i. Agrees to establish a procedure to collect money from children who pay for their meals, snacks or milk and to account for the number of free, reduced-price, and full-price meals or snacks and free and full-price milk served. Parents will create an account to check and pay balances at www.myschoolbucks.com for all school food charges. If parents choose to pay at the school, CASH ONLY payments will be taken with no change given. Pinnacle recommends that all parents/guardians complete the Free & Reduced Application yearly. Parents are responsible to check student balances on www.myschoolbucks.com using their student's lunch number. Through this system, balance notices are sent via email and verbal notices via phone calls. All outstanding balances are due at the end of the school year, upon transfer and/or graduation. Students at Pinnacle Canyon Academy may charge for school lunch, up to five meals, per child, during the school year. All charges are to be granted in emergency cases only. If a balance exceeds five charged meals, parents could be sent to collections.
 - ii. The LEA annually provides written notification of the meal charge policy.
- C. **Overt Identification.** The LEA ensures procedures prevent overt identification of children receiving free or reduced-price meals, afterschool snacks or free milk. LEAs selling competitive foods during a meal service in the cafeteria prevents overt identification of children receiving free and reduced-price meals or free.
- i. The LEA has taken to prevent disclosure of confidential free and reduced-price eligibility information as required under 7 CFR 245.6(f-k).
- D. **Non-discrimination.** Agrees that there will be no physical segregation of, nor any other discrimination against, any child because of his/her inability to pay the full price of the meal, snack or milk. The names of the children eligible to receive free or reduced-price meals or snacks or free milk will not be published, posted, or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced-price meals or snacks or free milk shall not be required to: work for their meals, snacks or milk, use a separate dining area, go through a separate serving line, enter the dining area through a separate entrance, consume meals, snacks or milk at a different time, or consume a meal, snack or milk different from the one sold to children paying the full price.
- i. The LEA/Sponsor hereby agrees that it will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d to 2000d-6) and all requirements imposed by the regulations of the Department of Agriculture (7 CFR Part 15), The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA), Department of Justice (28 CFR Parts 42 & 50), the Civil Rights Restoration Act of 1987, Enforcement of Title VI of the Civil Rights Act of 1964, the Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et.

seq.), Section 504 of the Rehabilitation Act of 1973, the Age of Discrimination Act of 1975 (45 CFR Part 91), the Americans with Disabilities Act (28 CFR Part 35, Title II, Subtitle A), and Food and Nutrition Service (FNS) directives or regulations issued pursuant to that act and the regulations to the effect that no person in the United States shall, on the grounds of race, color, national origin, gender, age, or disability, be excluded from participation in, or be denied the benefits of, or be otherwise subject to discrimination under any program or activity for which the applicant received federal financial assistance from the department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

- ii. The LEA ensures the current USDA Nondiscrimination statement is used on all materials informing the public about USDA Food and Nutrition Service Child Nutrition Programs.
- E. **Verification.** The LEA ensures to follow program regulations and correct verification type as noted on CNPWeb. The verification pool will reflect all current year approved free and reduced-price meal applications as of October 1. The LEA will complete all verification activities by November 15 each year as specified in 7 CFR 245.6(a).
- F. **Recordkeeping and Reporting.** Agrees to verify in accordance with program regulations and maintain records as follows: (1) a summary of the verification efforts; (2) the total number of applications on file; and (3) the number of applications verified. Information will be reported in CNPWeb and reviewed as part of the Administrative Review.
- G. **Fair Hearing Procedures.** The LEA agrees to establish and use a fair hearing procedure for households' appeals of the decision on an application. A record of all such appeals and challenges and their dispositions shall be retained. The LEA agrees to designate an LEA official as a hearing official. The hearing official will follow applicable procedures for fair hearings. The hearing official cannot be the same person as the application approving official.
- i. Name or Position Title of the Hearing Official:
 - ii. The household may request a conference with an appropriate LEA or school food service official prior to a formal hearing.
 - iii. 10-Calendar Day Advance Notice Period. When a household appeals a reduction or termination of benefits within the 10-calendar day advance notice period, the LEA must continue to provide the benefits for which the child was originally approved, until a final determination is made. The LEA may continue to claim reimbursement at the original level during this period.
 - When a household does not request an appeal during the 10-calendar day advance notice period, benefits must be reduced or terminated no later than 10 operating days after the notice period. If the hearing official rules that the child's benefits must be reduced, the actual reduction or termination of benefits must take place no later than 10 operating days after the hearing official's decision.
 - iv. The hearing procedures outlined in 7 CFR 245.7 provide the household and LEA:
 - A simple, publicly announced method to make a verbal or written request for a hearing;
 - An opportunity to be assisted or represented by an attorney or other person;
 - An opportunity to examine, prior to and during the hearing, any documents and records presented to support the decision under appeal;
 - An opportunity to present verbal or documentary evidence and arguments supporting a position without undue interference; and
 - An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
 - v. The hearing must be held with reasonable promptness and convenience, and adequate notice shall be given as to the time and place of the hearing;

- vi. The hearing must be conducted, and the decision made by a hearing official who did not participate in making the decision under appeal or in any previously held conference;
 - vii. The decision of the hearing official shall be based on the verbal and documentary evidence presented at the hearing and made a part of the hearing record;
 - viii. The parties concerned and any designated representative shall be notified in writing of the decision of the hearing official;
 - ix. A written record shall be prepared with respect to each hearing, which shall include the challenge or the decision under appeal, any documentary evidence and a summary of any verbal testimony presented at the hearing, the decision of the hearing official, including the reasons therefor, and a copy of the notification to the parties concerned of the decision of the hearing official; and
 - x. The written record of each hearing shall be preserved for a period of three years and shall be available for examination by the parties concerned or their representatives at any reasonable time and place during that period.
- H. **Program Materials.** The state office will complete a state-wide public media release for all currently approved NSLP sponsors. Sponsors approved after the state-wide public media release will notify the public through public media release to the local media, unemployment offices and major employers contemplating large layoffs in the attendance area of its schools. A copy of the media release is available on CNPWeb School Meal Programs offline forms. The LEA will use the USDA Food and Nutrition Service, USBE Child Nutrition Program templates or ensure all required for the:
- Media Release for Free and Reduced-Price Meals or Milk;
 - Letter to Households;
 - Application for Free and Reduced-Price Meals;
 - Notice to households of approval or denial of benefits;
 - Notice to households of selection for verification;
 - Notice to households of adverse action; and
 - Notice of eligibility, based on direct certification.
- I. **Amendments.** The policy statement becomes a part of the permanent agreement and must be amended with the LEA making a substantive change to its free and reduced-price policy. Amendments must be submitted to the state office by October 15 each year. The amendments must be approved by the State agency prior to implementation. The amendments must reflect changes made by the LEA (e.g., changes in collection procedures, designation of new approving or hearing officials, changes in procedures for accepting applications, revisions in the letter to households or application for free and reduced-price meals or free milk).

4.3 CHILD NUTRITION PROGRAMS COMPLAINT PROCEDURES

BOARD APPROVED: October 22, 2024

Child Nutrition Programs

PROCEDURE FOR COMPLAINTS OF DISCRIMINATION

The Sponsor or Institution shall accept all complaints of discrimination, whether written or verbal, relating to the Child Nutrition Programs (CNP). Discrimination is defined as different treatment which makes a distinction of one person or a group of persons from others; intentionally, by neglect, or by the actions or lack of actions based on the six protected classes in the Child Nutrition Programs: race, color, national origin, sex (including gender identity and sexual orientation), age, or disability.

Pinnacle Canyon Academy (PCA) will keep a log of all discrimination complaints, with the same information as that forwarded to the USBE Child Nutrition Programs or USDA.

1. Discrimination complaints from individuals will be handled by **the Chief Administrative Officer and other appropriate administrative personnel.**
2. Complaints of discrimination will contain the following information:
 - Name, address, telephone number and any other means to contact the complainant (person issuing the complaint).
 - Specific name, location, and telephone number of the location where the alleged discrimination took place that caused the discrimination complaint.
 - Nature of the incident or action that led the complainant to feel discriminated against.
 - A list of which of the six listed protected classes were discriminated against with a description of the complaint. The six protected classes are: race, color, national origin, sex (including gender identity and sexual orientation), age or disability.
 - Name(s), title(s), and addresses of people who may know of the alleged discrimination or action that caused the complaint (for example: teacher, cook or director).
 - The date(s) the action(s) causing the discrimination complaint occurred and how long or how often it occurred.

NOTE: While an effort should be made to obtain this information to ensure the complaint is well recorded, missing information must not keep an institution from receiving and/or reporting complaints.

3. The person filing the complaint must do so within 180 days of the alleged discrimination. If submitted to the institution, it will be immediately forwarded to USBE Child Nutrition Programs or USDA Office of the Assistant Secretary for Civil Rights. The sponsor or institution will handle anonymous complaints in the same manner as other non-anonymous complaints.

Utah State Board of Education, Director of OR
Child Nutrition Programs
250 East 500 South
PO Box 144200
Salt Lake City, Utah 84114-4200

USDA
Office of the Assistant Secretary for Civil Rights
1400 Independence Ave, SW, Stop 9410
Washington, D.C. 20250-9410

FREQUENTLY ASKED QUESTIONS

Is your institution meeting civil rights compliance?

Read the following questions and answers to determine your knowledge and compliance performance.

What is Discrimination?

Discrimination is defined as treatment which treats one person or a group of persons differently from others, intentionally, by neglect, or by the actions or lack of actions based on six protected classes in the Child Nutrition Programs: race, color, national origin, sex (including gender identity and sexual orientation), age, or disability.

How are citizens' rights protected?

The following laws have been passed designed to defend against discrimination:

- Title VI of the Civil Rights Act of 1964 - Race, Color, National origin
- Title IX of Education Amendments of 1972 – Sex
- Section 504 of Rehab. Act of 1973 – Disability
- Age Discrimination Act of 1975 – Age

Civil Rights Laws provide regulation that no person in the United States shall on the grounds of race, color, national origin, sex (including gender identity and sexual orientation) or disability be excluded from participation in, be

denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

What do these laws require of organizations participating in child nutrition programs?

Civil Rights can be broken into these areas of focus for compliance:

- Public Notification System
- Limited English Proficiency
- Accommodations for those with Disabilities
- Data Collection
- Civil Rights Complaints
- Assurances

What is required for public notification?

- All institutions must display the “And Justice For All” poster in a prominent place.
- All institutions must provide informational materials in the appropriate translations concerning the availability and nutritional benefits of the meal programs.
- All materials provided to the public which mention the NSLP or associated programs must contain the nondiscrimination statement.

What must be included in the nondiscrimination statement?

The long nondiscrimination statement may be found at

<https://www.fns.usda.gov/civil-rights/usda-nondiscrimination-statement-other-fns-programs>. Select the appropriate language and be sure to use the correct statement for FNS nutrition assistance programs.

What if the space on the document is too small to fit all nondiscrimination information on?

If the material is too small to permit the full statement to be included, here is the short statement: “This institution is an equal opportunity provider.” This must be printed in a font no smaller than the majority of the rest of the text.

Are there any additional requirements for providing public notification?

Institutions have two additional responsibilities, as follow:

- Make program information available to the public upon request; and
- Must notify the community/grassroots organizations of program benefits at a minimum through an annual public release.

What is required in the Limited English Proficiency (LEP) area?

When a significant portion of the population eligible for program benefits needs service or information in a language other than English to be informed of or to participate in the program, the sponsor will take reasonable steps to provide information in appropriate language for participants. Factors to consider in addressing Limited English Proficiency include number of LEP individuals participating in the Program, frequency of contact with the Program, nature and importance of the Program and resources available. Limited English Proficiency resources are available from USDA, including “I Speak” documents. These resources are available at <https://www.fns.usda.gov/cn/translated-applications>.

What data must be collected and how must it be maintained?

- Institutions must have a system in place that collects racial and ethnic data;
- Data must be updated at least annually; and
- Each institution agrees to maintain racial and ethnic data on file for three years plus the current year.

How do we collect that data?

Visual identification, personal knowledge may be used by the institution’s official or voluntary self-identification by applicant on the free and reduced-price meal application form.

What other assurances must the institution provide?

- Admission procedures must not restrict enrollment by minority persons;
- Denied free and reduced priced applications cannot be based on race, color, national origin, sex (including
 - gender identity and sexual orientation), age, or disability; and
- Institutions shall make reasonable accommodation to persons with disabilities unless the accommodation would pose undue hardship on the operation of its program or place of business.

How do we handle civil rights complaints?

Any person alleging discrimination based on race, color, national origin, sex (including gender identity and sexual orientation), age, or disability has a right to file a complaint within 180 days of the alleged discriminatory action. Complaints can be written or verbal. Anonymous complaints should be handled as any other complaints. Complaints must be reported to the USBE Child Nutrition Programs.

Utah State Board of Education, Director of Child Nutrition Programs
250 East 500 South
PO Box 144200
Salt Lake City, Utah 84114-4200

OR

USDA
Office of the Assistant Secretary for Civil Rights
1400 Independence Ave, SW, Stop 9410
Washington, D.C. 20250-9410

4.4 MEDICAL TREATMENT POLICY

Consent to Medical Treatment

The school in which a minor student is enrolled may consent to medical treatment of that student provided: the person having the power to consent as otherwise provided by law cannot be contacted, actual notice to the contrary has been given by that person.

Form of Consent

Consent to medical treatment under this policy shall be in writing, signed by the school official giving consent, and given to the doctor, hospital, or other medical facility that administers the treatment.

Administering Medication

Employees of the Pinnacle may administer medication to a student during periods when the student is under the control of the school, subject to the following conditions:

- Pinnacle has received a current written and signed request to administer the medication during regular school hours to the student from the parent, legal guardian, or other person having legal control of the student.
- The student's physician has provided a signed statement describing the method, amount, and time schedule for administration, and a statement that administration of medication by school employees during periods when the student is under the control of the school is medically necessary.
- Oral, topical, and inhalant medication may be administered by assigned school personnel. Medications requiring other routes of administration will not be given by school personnel except in emergency situations with the exception of glucagon, see policy below. In non-emergency situations, medications requiring other routes of administration must be given by a registered nurse with the exception of glucagon, see policy below.
- All medication that is to be given at school, with the exception of medication that is required in an emergency situation, must be furnished by the parent or guardian and delivered to the school by a responsible adult.
- All prescription medication must be in the original container labeled by the pharmacy with the name of the student, the name of the physician, the name of the medication, the amount given (dose), and the duration of the treatment. Over-the-counter medication must be in the original bottle and labeled with the student's name.

- All medication provided to the school is to be kept in a secure location.
- When possible, one person shall be assigned the responsibility of administering student medication.
- A record including the type of medication, amount, and the time and day it was administered must be kept for each student receiving medication at school. The person administering the medication must sign the record each time medication is given.
- Elementary and middle school students are not to carry or self-administer medication on school premises unless it is expressly ordered by the student's physician because of life threatening circumstances including, but not limited to, asthma medication, diabetes medication, glucagon and epinephrine.
- Authorization for administration of medication by school personnel may be withdrawn by the school at any time following actual notice to the student's parent or guardian.
- School personnel who provide assistance under this policy in substantial compliance with the physician's or dentist's written statement and Pinnacle is not liable, civilly or criminally, for any adverse reactions suffered by the student as a result of taking the medication or discontinuing the administration of the medication pursuant to this policy.

Authorized Employees

In consultation with the Department of Health and school nurse, Pinnacle or designee shall provide for:

- Designation of employees who may administer medication.
- Proper identification and safekeeping of medication.
- Training of designated employees.
- Maintenance of records of administration.

Administration of Glucagon

- A. A glucagon authorization shall include a signed statement from a parent or guardian of a student with diabetes:
 - Certifying that glucagon has been prescribed for the student.
 - Requesting that the student's public school identify and train school personnel who volunteer to be trained in the administration of glucagon
 - Authorizing the administration of glucagon in emergency situations to the student.

- B. After receiving a glucagon authorization from a student's parent or legal guardian the school shall:
 - Within a reasonable time, train at least one school personnel who volunteer to be trained in the administration of glucagon, with training provided by the school nurse or another qualified, licensed medical professional
 - Allow all interested personnel to receive training in the administration of glucagon. Training shall include: techniques for recognizing the symptoms that warrant the administration of glucagon, standards and procedures for the storage and use of glucagon, and other emergency procedures, including calling 911, and contacting, if possible, the student's parent or guardian.
 - Retain for reference the written materials prepared for training personnel
 - Permit a student and/or school personnel to possess or store prescribed glucagon so that it will be available for administration in an emergency.

- C. A person who has received glucagon administration training may administer glucagon at the school or school activity to a student with glucagon authorization if:
 - The student is exhibiting the symptoms that warrant the administration of glucagon
 - A licensed healthcare professional is not immediately available.

- D. A person who administers glucagon in accordance with this policy shall direct a responsible person to call 911 and take other appropriate actions in accordance with his or her glucagon administration training.

- E. Pinnacle personnel who provide or receive training under this policy and pursuant to Utah Code Ann. 53A-11-603 and act in good faith are not liable in any civil or criminal action for any act taken or not taken with respect to the administration of glucagon.

Civil Liability Immunity

Pinnacle personnel shall substantially comply with the physician's or dentist's written statement in order that they may take full advantage of the immunity from liability granted under Utah Code Ann. 53-A-1160(3).

4.5 GANG PREVENTION AND INTERVENTION

BOARD APPROVED: June 23, 2021

Social Emotional Learning is designed for all students with an emphasis on healthy lifestyle choices, conflict resolution, social skills, career exploration, lifetime recreation and education. The Counseling Department and Administration ensure that students are taught gang awareness and prevention through the LifeSkills program, TOPS program, Aggression Replacement Training, and service learning. Students at risk are identified and supported through these programs.

4.6 PARENT EDUCATION ABOUT MENTAL HEALTH

BOARD APPROVED: June 23, 2021

Parents/guardians will be invited to a seminar sponsored by Pinnacle regarding student mental health issues. This seminar will be provided at no cost to the parents/guardians.

4.7 COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

BOARD APPROVED: June 23, 2021

Pinnacle supports each student's plans for college and career readiness by establishing a four-year program initiated with a conference at the beginning of a student's seventh grade year; or within the first year the student is enrolled at Pinnacle in grades 7-12. Parents will be included in the individual planning meetings with the student and records of these conferences (documenting parent involvement and participation in meetings) will be maintained by the counseling department. Subsequence conferences will occur at least once in grades 9 and 10 and again in grades 11 and 12. Other meetings will occur as needed, including meetings with students and parents regarding concurrent enrollment and Project HOPE opportunities in high school.

4.8 PINNACLE CONSENT POLICY AND PROCEDURE FOR MENTAL HEALTH INTERVENTIONS

When students are identified for potential referral to the school's mental health services, Pinnacle's Counseling Department follows all guidelines and professional ethics required through the Utah Department of Professional Licensing. Functioning as a robust mental health agency, the Counseling Department provides to the parents and/or guardians of the student the forms necessary to obtain parental/guardian consent for access to mental health services. Those forms include:

- Screening Consent Form (screening for depression, anxiety, suicidal thoughts in compliance with Board Rule R277-625).
- Client Information Form (Student and family contact information and other relevant information)
- Clinical Service Agreement Consent (includes consent for a Mental Health Screening Agreement)

- Informed Consent/Consent for Treatment Form
- Client Release of Information Form (provides free exchange of information between professionals and/or interested parties)

The Counseling Department Director contacts the parents/guardians, reviews the counseling department forms for consent, and assigns the student to one of the contracted school therapists.

4.9 PINNACLE PROCEDURE ABOUT PARENTAL NOTIFICATION FOR MENTAL HEALTH INTERVENTIONS

Pinnacle’s Counseling Department Director or another member of the Clinical Treatment team immediately informs a student’s parents/guardians if their student was consulted about suicidal thoughts, physically self-harming behavior, or thoughts of harming others for the purposes of referring the student to appropriate prevention services.

4.10 MENTAL HEALTH TRANSITION PLANS FOR TRANSFER OF SERVICE

When a student needs to leave school temporarily to access more intensive mental health support by transitioning their services to another mental health professional, Pinnacle’s Counseling Department and Clinical Treatment team adhere to the following procedure:

- Working closely with student with case closure or in the event of a transfer of services
- Work closely with the family to provide resources and connections
- Work closely with the new provider accepting the transfer case to ensure seamless, ongoing care

Pinnacle’s Counseling Department Clinical Treatment Team includes the Counseling Department Director, part-time therapists contracted to serve Pinnacle students and families, staff interns, and Pinnacle support staff, all of whom adhere to all guidelines and professional ethics as required through the Utah Department of Professional Licensing.

4.11 GENDER IDENTITY POLICY

Pinnacle will only change gender identity in the Student Information System (SIS) with parental consent.

4.12 MEDICAL RECOMMENDATIONS BY SCHOOL PERSONNEL TO PARENTS

BOARD APPROVED: JUNE 23, 2021

Pinnacle will adhere to all definitions, recommendations, exceptions and penalties regarding medical recommendations as outlined in Utah Code 53G-9-203.

4.13 TRAUMA SENSITIVE SCHOOL

Pinnacle is a trauma sensitive school. Trauma sensitive schools are grounded in a set of core principles that inform everyday school operations. These core principles align with existing culture practice at Pinnacle.

- Understanding trauma and its impact. In a trauma sensitive school, all staff share a common understanding of trauma and its impact on students, families, and staff. A joint mission is created to develop learning environments that acknowledge and address trauma’s impact on school success.
- Healing happens in relationships. In a trauma sensitive school, we believe that establishing safe, authentic, and positive relationships can be corrective and restorative to survivors of trauma and can help build resilience for all. This principle encompasses relationships among and between school staff, students and families.
- Ensuring emotional and physical safety. Trauma sensitive schools are committed to establishing a safe physical and emotional learning environment where basic needs are met, safety measures are in place, and staff responses are consistent, predictable, and respectful.
- Viewing the student as a whole person. Schools invested in taking a trauma-sensitive approach understand the nature of emotional and physical health and how it interrelates with academic success and the need to view students holistically and build skills in all areas.
- Supporting students, staff and families: Trauma sensitive schools operate in a way that supports choice, control, and empowerment for students, families and staff and empowers all by building skills that enhance an individual sense of mastery.
- Creating cultural competence. Trauma sensitive schools strive for cultural competence by acknowledging and respecting diversity with the school, considering the relationship between culture, traumatic experiences, safety, healing, and resilience, and using the approaches that align with the cultural and linguistic backgrounds of students, families, and the community.
- Utilizing collaboration. In a trauma sensitive school a collaborative approach is used with students, families, and staff. This approach includes sharing information and decision making and recognizing students and families as partners.

4.14 SUICIDE PREVENTION AND PROGRAMS

BOARD APPROVED: May 13, 2020

Pinnacle is committed to the success of all students, including those with mental health needs. If a student is in need of mental health care or is facing a mental health crisis, Pinnacle has a robust counseling department that is specifically in place in order to help assist and intervene in these types of situations. Pinnacle has part-time therapists and full-time therapists as well as family advocates that serve individuals, families and staff. All staff have received trauma informed training and suicide prevention training. All staff receive yearly training on mental health, the effects of trauma on learning, mandatory reporting, and Pinnacle’s protocol response for high risk behaviors, including self-injurious thoughts and behaviors and those at risk of harming themselves or others. All staff are trained in the steps to refer a student to the counseling department. Clinicians, advocates and social workers are trained through the counseling department and are allowed to talk with students who might harm themselves or others. Faculty and staff are trained in response and the referral process for at-risk students.

In the event that a student may be at risk of self-harm, proper steps include, but are not limited to:

- Maintaining supportive, in-person presence -- do not leave them alone
- Contact administration
- Contact Counseling Department

Administration and/or the Counseling Department will:

- Contact parents/guardians
- Contact mental health care provider(s), with parental consent
- Call 911, if needed

USB E Suicide Prevention Training

The Utah State Board of Education is committed to training and education that can help school communities build capacity for effective suicide prevention. In accordance with the Utah State Legislature’s Administrative Code Title

53G-9-704: Youth Suicide Prevention Training for Employees, “A school district or charter school shall require a licensed employee to complete a minimum of two hours of professional development training on youth suicide prevention every three years.” USBE has an online suicide prevention training for educators found at: <https://www.schools.utah.gov/prevention/suicide?mid=3859&tid=5>. Successful completion of this course fulfills the two hour professional development on youth suicide training requirement in accordance with: R277-620: Suicide Prevention Programs. Once a staff member has completed the course, they can print out a copy of the training completion certificate for their records.

At the conclusion of this course, you will be able to:

- Understand the scope of the problem of youth suicide in Utah.
- Build knowledge, attitudes, and skills to help prevent suicide.
- Demonstrate an increase in knowledge and skills to recognize suicide warning signs in order to intervene with someone at risk for suicide.
- Understand the legal and ethical considerations when responding to a suicidal crisis including student privacy laws.
- Identify resources for referral and support.

Safe Schools Training is also available and administered annually to all employees.

Pinnacle will provide firearm safety materials to parents of a child who has threatened suicide.

4.15 SCHOOL SAFETY POLICIES

BOARD APPROVED: August 26, 2025

School Student Threat Assessment Model Policy

Introduction:

This Model Policy is provided to help schools implement the procedures multi-disciplinary teams will use to address reported threats as required by Utah State Board of Education (USBE) Rules R277-400 and R277-736.

Pinnacle Canyon Academy Student Threat Assessment Model Policy

I. Purpose and Philosophy

Threat assessment’s primary goals are to prevent violence and resolve conflicts or problems that influence threatening behavior. School threat assessment guidelines allow a multi-disciplinary team to distinguish non-serious threats (transient) from serious (substantive) and very serious (substantive) threats and to resolve threats appropriately. A multi-disciplinary team uses an evidence-based school threat assessment process consistent with Utah State Board of Education (USBE) Rules R277-400 and R277-736 to identify, assess, and manage threats and prevent behaviors or conflicts from escalating into violence.

II. Definitions

- A. The term "evidence-based" is defined in Utah Code Annotated 53G-18-211(1).
- B. "Multi-disciplinary team" means a group of professionals from multiple disciplines who meet to pursue the common goal of evaluating and triaging the academic, social, emotional, physical, and/or behavioral needs of a student or group of students; creating individualized strategies and interventions to address the identified needs.
 1. Multi-disciplinary teams are sometimes referred to as CARE teams, Multi-tiered System of Supports (MTSS) teams, Positive Behavior Interventions and Supports (PBIS) teams, Threat Assessment teams, Student Assistance Teams (SATs), or Student Support teams (SSTs), etc. A school may have more than one multi-disciplinary team for different purposes.

C. "Threat" means an expression of intent to harm someone that is direct, indirect, or implied and may be spoken, written, or expressed in some other way.

1. A threat may be expressed/communicated behaviorally, verbally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed or communicated directly to the target of the threat or observed by or communicated to a third party.

D. "Student Threat Assessment" means a prevention strategy that involves: (a) identifying student threats including to commit a violent act, (b) determining the seriousness of the threat, and (c) developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior.

III. Training

A. The multi-disciplinary team at Pinnacle Canyon Academy will receive training from a qualified professional (e.g., a Comprehensive School Threat Assessment Guidelines (CSTAG) trainer, or other professionals trained in school threat assessment approved by a local school board) regarding the threat assessment process. This training will address:

1. the function of a multi-disciplinary team;
2. the violence prevention plan and strategies;
3. the evidence-based threat assessment processes;
4. the reporting process for threats;
5. the documentation and notification of threats;
6. the Family Educational Rights and Privacy Act, 20 USC. Sec. 1232g;
7. the steps to cultivate a safe school climate; and
8. Student Privacy and Data Protection.

B. The multi-disciplinary team members will receive the training outlined above prior to beginning work with the team.

IV. Structure of the Multidisciplinary Team

The Pinnacle Canyon Academy multi-disciplinary team (who uses an evidence-based threat assessment model) may include:

- A. school administrative personnel;
- B. local law enforcement or a school resource officer;
- C. a mental health professional (i.e., school counselor, school psychologist, school social worker, or contracted mental health professional); and
- D. an instructional coach, general education, or special education teacher.

V. The Function of the Multidisciplinary Team Members

Multi-disciplinary team members shall work collaboratively with each other, the school staff, and community agencies (as appropriate) to support the team's purposes and maintain safety for all students and staff members. Please note, the Annual Privacy Notice must identify all multi-disciplinary team members as school officials.

- A. School administrative personnel role:

1. serves as the designated team leader;
 2. supports and holds team members accountable for roles and responsibilities;
 3. assists the team with required training and resources;
 4. supports parents, teachers, and other staff members regarding threat assessment;
 5. oversees the team's documentation of threat assessment(s); and
 6. ensures documentation is consistent with Student Privacy and Data Protection and the Family Educational Rights and Privacy Act, 20 USC. Sec.1232g.
- B. Local law enforcement or School Resource Officer role:
1. determines if a threat constitutes a criminal offense;
 2. addresses the threat(s) that require immediate notification to law enforcement; and
 3. assists in monitoring and supervising the subject and determining the need, if any, for law enforcement action.
- C. Mental health professional role:
1. conducts a mental health interview;
 2. provides mental health supports as determined by the provider's credentials; and
 3. links the team to community resources to support the parent(s) and student(s);
- D. Instructional coach, general education teacher, and special education teacher role(s):
1. supports the team with understanding academic and social-emotional data and needs;
 2. assists students' classroom teachers in understanding the academic needs of students; and
 3. reviews disciplinary reports of involved students.

VI. Actions Required if Threats Are Reported

- A. All stakeholders (including students, teachers, administrators, parents, support staff, and community members) will understand the importance of reporting threats and know the following:
1. individual roles and responsibilities to report concerns;
 2. what critical information to report;
 3. where and how to report it.
- B. Each reported threat will include:
1. the name of the complainant;
 2. the name of the alleged offender (if known);
 3. the date and location of the threat(s); and
 4. a statement describing the threat(s), including names of witnesses (if known).
- C. Each reported threat will be promptly investigated/triaged by a school administrator, and, in consultation with the multi-disciplinary team, the seriousness of the threat(s) will be determined.
- D. The multi-disciplinary team shall develop, implement, and monitor an individualized plan to intervene with, address, and mitigate the risk.
1. The team shall assist the individual(s) who reported the threat, and any impacted staff or students, in accessing appropriate school and community-based resources for support and/or further intervention.

E. Verified threats shall result in interventions or consequences. Interventions or consequences include, but are not limited to:

1. implementation of best-practices that:
 - a. de-escalate, contain, control, and redirect the student away from plans and preparation for violence;
 - b. support the student with skills to engage with others, problem-solve, adapt, and improve coping skills and well-being;
2. application of steps in a discipline plan consistent with USBE Rule R277-609;
3. implementation of restorative justice practices consistent with USBE Rule R277-613;
4. obtaining consent from the involved student(s) and their parent(s)/guardian(s) before including the victim(s) in the process;
5. notification of the involved students' parent(s)/guardian(s) of restorative justice practices;
6. support for involved students using trauma-informed practices;
7. suspension or removal of a student from a school-sponsored team or activity; including school-sponsored transportation;
8. suspension or expulsion of a student from school or lesser disciplinary action as outlined in school policy; and
9. suspension or termination of an employee for cause or lesser disciplinary action consistent with Utah Code Annotated 53G-11-512.

F. Pinnacle Canyon Academy will notify the student's parent(s)/guardian(s) if the student poses a threat of violence or physical harm to self or others or if the student is a potential victim.

1. Pinnacle Canyon Academy will produce and maintain a record that verifies the parent(s)/guardian(s) were notified of the threat.
2. Pinnacle Canyon Academy will not disclose the record described in Subsection D.1. to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.

G. The multi-disciplinary team shall maintain thorough documentation, including information gathered during incident management and ongoing monitoring.

1. The documentation shall comply with the LEA's policies, federal and state laws.
2. The documentation shall demonstrate the team's reasonable faith efforts to identify, investigate, assess, and manage threatening situations.

VII. Additional Reporting Actions

Multi-disciplinary team members must also include the following in reporting, as appropriate:

- A. Procedures for the victim(s) and other involved individuals regarding:
 1. protection from further concerning communication or behavior; and
 2. supports for potential victims, and
 3. assistance for the individual(s) who are being assessed.
- B. Law enforcement reports of any threats that may constitute a criminal offense;
- C. Procedures for a fair and timely opportunity for the accused to explain their actions;
- D. Procedures for providing due process rights:
 1. licensed staff and local employee discipline policies before employee discipline (Utah Code Annotated 53G-11-01);
 2. local policies (students) before long term (more than 10 days) student discipline (Utah Code Annotated 53G-8-202).

Pinnacle will follow the guidelines in the Utah School Safety Playbook—A Guide for Utah Public Schools. The most current version can be found at:

4.16 EMERGENCY MANAGEMENT PROCEDURES

The purpose of this plan is to provide a framework for school staff to organize the resources of the school and community to respond to and manage emergency situations while school is in session. The main objectives are to: (1) protect the life and safety of students and staff, (2) provide a framework for staff, students, parents, and community agencies to respond quickly and effectively to emergency situations, (3) protect school property and environment, and (4) facilitate the resumption of normal school activities in a timely manner. When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process.

1. **Identify Type of Emergency:** The first step in responding to an emergency is to determine which type of emergency is occurring.
2. **Identify Level of Emergency:** The second step in responding to an emergency is to determine if the emergency is minor, moderate, or major.
3. **Determine Immediate Actions:** The final step in responding to an emergency is to determine the type of response.

Beginning with the 2023-2024 school year, Pinnacle has adopted the Standard Response Protocol from the “I Love You Guys Foundation.” This protocol focuses on five specific actions that can be used during an incident: Hold, Secure, Lockdown, Evacuate, and Shelter.

Students are trained to:	Adults and staff are trained to:
HOLD: “In your classroom or area.”	
<ul style="list-style-type: none"> • Clear the hallways and remain in their area or room until the “All Clear” is announced. 	<ul style="list-style-type: none"> • Close and lock the door
<ul style="list-style-type: none"> • Do business as usual 	<ul style="list-style-type: none"> • Account for students and adults
	<ul style="list-style-type: none"> • Do business as usual
SECURE: “Get inside. Lock outside doors”	
Students are trained to:	Adults and staff are trained to:
<ul style="list-style-type: none"> • Return to inside of building 	<ul style="list-style-type: none"> • Bring everyone indoors
<ul style="list-style-type: none"> • Do business as usual 	<ul style="list-style-type: none"> • Lock the outside doors
	<ul style="list-style-type: none"> • Increase situational awareness
	<ul style="list-style-type: none"> • Account for students and adults
	<ul style="list-style-type: none"> • Do business as usual
LOCKDOWN: “Lock, Lights, Out of Sight”	
Students are trained to:	Adults and staff are trained to:

<ul style="list-style-type: none"> ● Move away from sight 	<ul style="list-style-type: none"> ● Recover students from hallway if possible
<ul style="list-style-type: none"> ● Maintain silence 	<ul style="list-style-type: none"> ● Lock the classroom door
<ul style="list-style-type: none"> ● Do not open the door 	<ul style="list-style-type: none"> ● Turn out the lights
	<ul style="list-style-type: none"> ● Move away from sight
	<ul style="list-style-type: none"> ● Maintain silence
	<ul style="list-style-type: none"> ● Do not open the door
	<ul style="list-style-type: none"> ● Prepare to evade or defend
EVACUATE: "To a location"	
Students are trained to:	Adults and staff are trained to:
Leave stuff behind if required to	<ul style="list-style-type: none"> ● Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evaluation.
If possible, bring their phone	<ul style="list-style-type: none"> ● Lead students to Evacuation location
Follow instructions	<ul style="list-style-type: none"> ● Account for students and adults
	<ul style="list-style-type: none"> ● Report injuries or problem using Red/Green card method
SHELTER: "State Hazard and Safety Strategy"	
Hazards might include: <ul style="list-style-type: none"> ● Tornado ● Hazmat ● Earthquake ● Tsunami 	Safety Strategies might include: <ul style="list-style-type: none"> ● Evacuate to shelter area ● Seal the room ● Drop, cover and hold ● Get to high ground
Students are trained to:	Adults and staff are trained to:
<ul style="list-style-type: none"> ● Appropriate hazards and safety strategies 	<ul style="list-style-type: none"> ● Appropriate Hazards and Safety Strategies
	<ul style="list-style-type: none"> ● Accounting for students and adults
	<ul style="list-style-type: none"> ● Report injuries or problems using Red Card/ Green card method

Posters for parents and for the school can be found at: <https://iloveguys.org/The-Standard-Response-Protocol.html>. Parent information "Parent Guidance" will be distributed at the beginning of the school year in the registration packet. This information answers questions about whether parents/guardians should come to campus during an emergency. The school will have posters posted through classrooms, hallways, lunchroom, common spaces and offices. Staff will be trained on how to use the Standard Response Protocol.

Reunification Site

The reunification site for emergencies requiring evacuation is the First Baptist Church located at 200 North 300 East in Price, Utah (four blocks away). In the case of an emergency, parents will congregate at the parking lot between USU Eastern and Carbon High School (on 400 North) to pick up students at the Baptist church. . They should not come to the school’s campus.

SAFETY AND EMERGENCY DRILLS:

BOARD APPROVED: June 23, 2021

BOARD APPROVED: August 26, 2025

Pinnacle believes that students and school personnel need to practice safety measures to ensure the protection of all involved. As a K-12 school, Pinnacle is required to meet the state standards for elementary schools. To meet state requirements, Pinnacle will adopt the following schedule to practice safety drills:

MONTH	DRILL
AUGUST	FIRE (w/in first 10 days of school)
SEPTEMBER	SECURE
OCTOBER	LOCKDOWN
NOVEMBER	SHELTER
DECEMBER	HOLD
JANUARY	FIRE
FEBRUARY	HOLD
MARCH	LOCKDOWN
APRIL	EARTHQUAKE–GREAT SHAKE OUT
MAY	SECURE

A yearly safety log will be kept to document drill practice.

4.17 SCHOOL THREAT ASSESSMENT POLICY

BOARD APPROVED: August 26, 2025

School Student Threat Assessment Model Policy

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II. Definitions

- A. The term "evidence-based" is defined in Utah Code Annotated 53G-18-211(1).
- B. "Multi-disciplinary team" means a group of professionals from multiple disciplines who meet to pursue the common goal of evaluating and triaging the academic, social, emotional, physical, and/or behavioral needs of a student or group of students; creating individualized strategies and interventions to address the identified needs. Multi-disciplinary teams are sometimes referred to as CARE teams, Multi-tiered System of Supports (MTSS) teams, Positive Behavior Interventions and Supports (PBIS) teams, Threat Assessment teams, Student Assistance Teams (SATs), or Student Support teams (SSTs), etc. A school may have more than one multi-disciplinary team for different purposes.
- C. "Threat" means an expression of intent to harm someone that is direct, indirect, or implied and may be spoken, written, or expressed in some other way. A threat may be expressed/communicated behaviorally, verbally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed or communicated directly to the target of the threat or observed by or communicated to a third party.
- D. "Student Threat Assessment" means a prevention strategy that involves:
 - 1. identifying student threats including to commit a violent act,
 - 2. determining the seriousness of the threat, and
 - 3. developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior.

III. Training

- A. The multi-disciplinary team at Pinnacle Canyon Academy will receive training from a qualified professional (e.g., a Comprehensive School Threat Assessment Guidelines (CSTAG) trainer, or other professionals trained in school threat assessment approved by a local school board) regarding the threat assessment process. This training will address:
 - 1. the function of a multi-disciplinary team;
 - 2. the violence prevention plan and strategies;
 - 3. the evidence-based threat assessment processes;
 - 4. the reporting process for threats;
 - 5. the documentation and notification of threats;
 - 6. the Family Educational Rights and Privacy Act, 20 USC. Sec. 1232g;
 - 7. the steps to cultivate a safe school climate; and
 - 8. Student Privacy and Data Protection.

- B. The multi-disciplinary team members will receive the training outlined above prior to beginning work with the team.

IV. Structure of the Multidisciplinary Team

The Pinnacle Canyon Academy multi-disciplinary team (who uses an evidence-based threat assessment model) may include:

- A. school administrative personnel;
- B. local law enforcement or a school resource officer;
- C. a mental health professional (i.e., school counselor, school psychologist, school social worker, or contracted mental health professional); and
- D. an instructional coach, general education, or special education teacher.

V. The Function of the Multidisciplinary Team Members

Multi-disciplinary team members shall work collaboratively with each other, the school staff, and community agencies (as appropriate) to support the team’s purposes and maintain safety for all students and staff members. Please note, the Annual Privacy Notice must identify all multi-disciplinary team members as school officials.

A. School administrative personnel role:

- 1. serves as the designated team leader;
- 2. supports and holds team members accountable for roles and responsibilities;
- 3. assists the team with required training and resources;
- 4. supports parents, teachers, and other staff members regarding threat assessment;
- 5. oversees the team's documentation of threat assessment(s); and
- 6. ensures documentation is consistent with Student Privacy and Data Protection and the Family Educational Rights and Privacy Act, 20 USC. Sec.1232g.

B. Local law enforcement or School Resource Officer role:

- 1. determines if a threat constitutes a criminal offense;
- 2. addresses the threat(s) that require immediate notification to law enforcement; and
- 3. assists in monitoring and supervising the subject and determining the need, if any, for law enforcement action.

C. Mental health professional role:

- 1. conducts a mental health interview;
- 2. provides mental health supports as determined by the provider’s credentials; and
- 3. links the team to community resources to support the parent(s) and student(s);

D. Instructional coach, general education teacher, and special education teacher role(s):

- 1. supports the team with understanding academic and social-emotional data and needs;
- 2. assists students’ classroom teachers in understanding the academic needs of students; and
- 3. reviews disciplinary reports of involved students.

VI. Actions Required if Threats Are Reported

A. All stakeholders (including students, teachers, administrators, parents, support staff, and community members) will understand the importance of reporting threats and know the following:

- 1. individual roles and responsibilities to report concerns;
- 2. what critical information to report;
- 3. where and how to report it.

B. Each reported threat will include:

- 1. the name of the complainant;
- 2. the name of the alleged offender (if known);
- 3. the date and location of the threat(s); and
- 4. a statement describing the threat(s), including names of witnesses (if known).

C. Each reported threat will be promptly investigated/triaged by a school administrator, and, in consultation with the multi-disciplinary team, the seriousness of the threat(s) will be determined.

D. The multi-disciplinary team shall develop, implement, and monitor an individualized plan to intervene with, address, and mitigate the risk.

1. The team shall assist the individual(s) who reported the threat, and any impacted staff or students, in accessing appropriate school and community-based resources for support and/or further intervention.

E. Verified threats shall result in interventions or consequences. Interventions or consequences include, but are not limited to:

1. implementation of best-practices that:

- a. de-escalate, contain, control, and redirect the student away from plans and preparation for violence;
- b. support the student with skills to engage with others, problem-solve, adapt, and improve coping skills and well-being;

2. application of steps in a discipline plan consistent with USBE Rule R277-609;

3. implementation of restorative justice practices consistent with USBE Rule R277-613;

4. obtaining consent from the involved student(s) and their parent(s)/guardian(s) before including the victim(s) in the process;

5. notification of the involved students' parent(s)/guardian(s) of restorative justice practices;

6. support for involved students using trauma-informed practices;

7. suspension or removal of a student from a school-sponsored team or activity; including school-sponsored transportation;

8. suspension or expulsion of a student from school or lesser disciplinary action as outlined in school policy; and

9. suspension or termination of an employee for cause or lesser disciplinary action consistent with Utah Code Annotated 53G-11-512.

F. Pinnacle Canyon Academy will notify the student's parent(s)/guardian(s) if the student poses a threat of violence or physical harm to self or others or if the student is a potential victim.

1. Pinnacle Canyon Academy will produce and maintain a record that verifies the parent(s)/guardian(s) were notified of the threat.

2. Pinnacle Canyon Academy will not disclose the record described in Subsection D.1. to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.

G. The multi-disciplinary team shall maintain thorough documentation, including information gathered during incident management and ongoing monitoring.

1. The documentation shall comply with the LEA's policies, federal and state laws.

2. The documentation shall demonstrate the team's reasonable faith efforts to identify, investigate, assess, and manage threatening situations.

VII. Additional Reporting Actions

Multi-disciplinary team members must also include the following in reporting, as appropriate:

A. Procedures for the victim(s) and other involved individuals regarding:

1. protection from further concerning communication or behavior; and
2. supports for potential victims, and
3. assistance for the individual(s) who are being assessed.

B. Law enforcement reports of any threats that may constitute a criminal offense

C. Procedures for a fair and timely opportunity for the accused to explain their actions;

D. Procedures for providing due process rights:

1. licensed staff and local employee discipline policies before employee discipline (Utah Code Annotated 53G-11-501);
2. local policies (students) before long term (more than 10 days) student discipline (Utah Code Annotated 53G-8-202).

4.18 FIREARM SAFETY TRAINING IN PUBLIC SCHOOLS

BOARD APPROVED: June 23, 2021

Pinnacle’s board of directors may request that the school participate in a firearm safety training class on site. Pinnacle will comply with all state requirements for such training.

4.19 MANDATORY TRAINING

BOARD APPROVED: June 23, 2021

REVIEWED AND BOARD APPROVED: August 26, 2025

Annually, school personnel are trained in the following areas:

Bloodborne pathogen exposure	Making schools safe & inclusive for LGBTQ students
Bullying, cyberbullying, hazing and harassment	Professionalism
Child abuse: Identification, intervention and mandatory reporting	Return to learn: Following a concussion
Child find	School credit cards / reimbursements
Child sexual abuse prevention	School culture
Concussion training	School violence: Identifying & Addressing
Crowd management	Self-Harm awareness and prevention
Educational policies and procedures	Sexual harassment
FERPA: confidentiality of records	Special education
Gang prevention	Staff to student diversity, equity & inclusion DEI practices
Hazing	Suicide Prevention and awareness
Health emergencies including seizures	Tier 1 classroom supports
Human resources	Title IX compliance overview
Human trafficking	Trauma informed practices
	Workplace bullying: awareness & prevention

Depending on staff job responsibilities, staff members may be required to take additional mandatory training. Pinnacle will follow state guidelines on required school training found at the following link: [Training Requirements for Schools](#).

4.20 SCHOOL IMMIGRATION OFFICIAL REQUESTS FOR ACCESS TO STUDENTS AND/OR STUDENT RECORDS POLICY

BOARD APPROVED: October 28, 2025

Pinnacle’s number one priority is the physical safety and emotional well being of its students and families on our school property including playgrounds. Therefore, all school visitors MUST report to the school office(s) so that no unauthorized people are allowed entry into our buildings without a legitimate business or educational purpose.

It is the policy of Pinnacle to follow procedure should any government officials from Immigration and Customs come to the school wanting access to students and/or student records. Pinnacle follows all Family Educational Rights and Privacy Act (FERPA) regulations with regards to the confidentiality of student records and information thus limiting who has access to student documents.

Pinnacle requests that any government agency including Immigration officials or those acting on their behalf, to first notify the Chief Administrative Officer or designee. This notification is requested at least seven days in advance of any visit so that Pinnacle can provide emotional support for any students affected by the incident and to ensure that our educational setting is not disrupted. Parents and/or guardians will be notified immediately by the school of the ICE request.

ICE officials will remain in the school office and the school will be placed into “shelter in place” per the I Love You Guys protocol.

A school secretary or administrator will ask the ICE official the following:

- Which agency are you with
- What is your name and badge/ID number
- What is the purpose of your visit
- Do you have a warrant or court order
If yes, can you provide the school with a copy?
If not, ask the official to leave and contact the school attorney Heidi Alder @ heidi.alder@learlaw.com
- If the government official does not comply with the school policy, school staff will immediately contact the school attorney and/or local law enforcement.

School personnel will make copies of any identification provided by ICE officials and any warrants and/or subpoenas and inform the officials of the school's process regarding requests to speak to students or request student records. School personnel will call the school attorney and send copies of identification and warrants/subpoenas. Access to student records will only be allowed if the government agency has a valid court order or subpoena in compliance with FERPA or other federal laws or regulation. The school's attorney may be able to review the subpoena to determine if it is sufficient to implicate the FERPA exceptions.

Pinnacle has created a Rapid Response Team that will provide support to any students left without the guidance/supervision of their parent or guardian. Pinnacle will notify all school employees of this policy and will review record keeping practices regularly to ensure policy is enforced across our school. Pinnacle's policy will be posted in both the elementary and secondary attendance offices as well as on the school's website.

4.23 SCHOOL INSTRUCTION AND SEX EDUCATION

R277-474

BOARD APPROVED: October 28, 2025

Pinnacle shall require all newly hired or newly assigned Utah educators with responsibility for any aspect of sex education instruction to attend professional training outlining the sex education curriculum and the criteria for sex education instruction in any courses offered in the public education system. Pinnacle shall provide training consistent with R277-474-5(1) at least once during every three years of employment for Utah educators. Pinnacle shall use state-approved curriculum to teach sex education.

Pinnacle will form a curriculum materials review committee that shall include parents, health professionals, school health educators and administrators, with at least as many parents as school employees. The committee shall meet on a regular basis and select officers and will comply with the Public Meetings Act. The committee, if needed, will review and approve all guest speakers and presenters and their respective materials relating to sex education instruction in any course and maturation education before their presentation. The committee may not authorize the use of any sex education instructional materials not previously approved by the Board of Directors. The CAO shall report any educators who willfully violate the provision of this rule to the Utah Professional Practices Advisory Commission (UPPAC) for investigation and possible discipline.

A student may not participate in sex education instruction, maturation education, or other instructional programs, without prior affirmative parental consent, as evidenced by a completed parental notification form on file. The parental consent form shall:

- Explain parents' rights to review proposed curriculum in a timely manner
- Request parent's permission to instruct the parent's student in identified course material related to sex education or maturation education
- Allow parent to exempt parent's student from attendance for a class period where identified course material related to sex education instruction or maturation education is presented and discussed
- Be specific enough to give parents fair notice of topics to be covered
- Include a brief explanation of topics and materials to be presented and provide a time, place and contact person for review of identified curricular materials

- Be retained on file with affirmative parental consent for each student before the student's participation in discussion of issues protected under Section 53G-10-402; and
- Be maintained at the student's school for a reasonable period

Pinnacle shall develop a logging and tracking system of parental and community complaints and comments resulting from student participation in sex education instruction, to include the disposition of the complaints and provide that information to the CAO upon request.

A Utah educator shall participate in training provided, shall use the common parental notification form, shall record individually parent and community complaints, comments and responses and may correct inaccurate or misleading information or answer questions asked by students in accordance with approved instructional materials and provisions in Section 53G-10-402. Educators may also direct students to parents in these circumstances.