



QUEST ACADEMY

INNOVATION • PASSION • MASTERY

POLICIES & PROCEDURES MANUAL

Includes School Acknowledgements & Forms

The mission of Quest Academy is to provide students a challenging, technology rich environment, enabling young citizens to become leaders prepared for the challenges of an evolving global community.

Original signed Policies are kept at Academica West

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Quest Academy Administration of Medication in School Policy



PURPOSE

The purpose of this policy is to authorize personnel of Quest Academy (the “School”) to administer medication to students consistent with applicable law.

The School’s Board of Directors (the “Board”) acknowledges that medication should typically be administered by a student or the student’s parent or guardian. However, the Board recognizes that situations may arise where the health of a student may require administration of medication during a school day by School personnel.

As long as authorized personnel act in a prudent and responsible manner, Utah law provides that School personnel who assist in substantial compliance with a student’s licensed health care provider’s written statement are not liable civilly or criminally for any adverse reaction suffered by the student because of taking the medication or discontinuing the administration of medication. This policy is intended to help ensure that School personnel act in a prudent and responsible manner in order to protect the health of students and the interests of School personnel.

The Board also desires to set forth policies regarding acceptable self-administration of medication by students.

POLICY

Administration of Medication by School Personnel

The School will comply with applicable state and federal laws regarding the administration of medication to students by School personnel. Pursuant to this policy, authorized School personnel may assist in the administration of medication to students of the School when the student is under the School’s control.

The Principal will consult with the local health department and/or a registered health care professional for assistance in developing procedures and training for effective implementation of this policy. The School’s Principal will ensure that School personnel and parents are provided with information about this policy.

To ensure safe administration of medication to students, the procedures outlined here must be followed.

- (1) The Principal will designate a reasonable number of School employees who will administer medication to students in the School.
- (2) The Principal will arrange for the Principal and all designated School employees to receive adequate training from a licensed health care professional prior to



administering any medication. Training should include indications for the medication, means of administration, dosage, adverse reactions, contraindications, and side effects.

- (3) The student's parent or guardian must complete the parent/guardian section of the Student Medication Form requesting that medication be administered to the student during regular school hours. Parents are responsible for updating the Student Medication Form as necessary.
- (4) The student's health care provider must complete the Health Care Provider section of the Student Medication Form indicating the child's name, the name of the medication, the purpose of the medication, the means of administration, the dosage, the time schedule for administration, the anticipated number of days the medication must be given at school, and possible side effects. The practitioner must also affirm that giving the medication during school hours is medically necessary.
- (5) A Student Medication Log must be maintained for any student who has medication administered at school, and all employees authorized to administer medication will be notified regarding each student to whom they are authorized to administer medication.
- (6) Each time medication is given, the person who gave it must document the administration in ink on the Student Medication Log. If the medication is not administered as scheduled, a notation must be made on the Student Medication Log as to why the medication was not given, and the student's parent or guardian must be notified.
- (7) The Student Medication Form and Student Medication Log will be retained in the student's records.
- (8) Teachers of the student receiving medication during school hours will be notified.
- (9) Medication (other than that carried by a student) must be delivered to the School by the student's parent or guardian or designated adult.
- (10) Medication should be delivered to the School in a container properly labeled by a pharmacy, manufacturer or health care provider. Labeling must include the student's name, the name of the prescribing practitioner, date the prescription was filled, name and phone number of the dispensing pharmacy, name of the medication, dose, frequency of administration, and the expiration date.
- (11) Medication must be stored in a secure, locked cabinet or container in a cool, dry place, except that:
 - a. medications that require refrigeration must be stored appropriately;



- b. insulin or emergency medications such as EpiPens, Twinject Auto-Injectors, asthma inhalers and glucagon must not be stored in a locked area so they are available when needed.
- (12) Authorization for administration of medication by School personnel may be withdrawn by the School following written or verbal notice to the student's parent or guardian, as long as this action does not conflict with federal laws such as IDEA and/or section 504 of the Rehabilitation Act. The Principal may withdraw authorization for administration of medication in cases of noncompliance or lack of cooperation by parents or students unless the student's right to receive medication at school is protected by laws such as IDEA or section 504.
- (13) To avoid needle punctures, school employees who administer injections to students will not recap needles prior to disposal. Needles will not be reused.

School personnel may also administer medication to students in emergency situations in accordance with the following:

Glucagon. Glucagon is an emergency diabetic medication used to raise blood sugar. The School will comply with the requirements of Utah Code Ann. § 53G-9-504 regarding the emergency administration of glucagon to a student in accordance with the statute if (1) the School receives a glucagon authorization from the parent or guardian of a student; and (2) any School personnel who have been trained (as described in the statute) in the administration of glucagon are available to administer the glucagon, and a licensed health care professional is not immediately available. The School may not compel School personnel to become trained in the administration of glucagon nor may it obstruct School personnel from becoming trained in the administration of glucagon.

Glucagon Kit. The School will comply with the requirements of Utah Code Ann. §§ 26B-4-401, *et seq.*, regarding emergency administration of a glucagon kit in response to a potentially life-threatening condition resulting from abnormally low blood glucose levels, in the event any School personnel seeks to become a "qualified adult" under that provision. The School may make a glucagon kit available to a School employee who becomes a qualified adult. The School may not prohibit or dissuade School employees from receiving training to become a qualified adult, nor may it prohibit or dissuade School employees who become qualified adults from possessing or storing a glucagon kit on School property or administering a glucagon kit to any person in accordance with the statute.

Injectable Epinephrine Rescue Medication. The School will comply with the requirements of Utah Code Ann. §§ 26B-4-401, *et seq.*, regarding emergency administration of an injectable epinephrine rescue medication to a student for a potentially fatal anaphylactic reaction, if any School personnel seek to become a "qualified adult" under that provision. The School will make an emergency injectable epinephrine rescue medication available to a School employee who becomes a qualified adult. The School may not prohibit or dissuade School employees from receiving training to become a qualified adult, nor may it prohibit or dissuade School employees who become qualified adults from possessing or storing an emergency injectable epinephrine rescue medication on



School property or administering an emergency injectable epinephrine rescue medication to any person in accordance with the statute.

Seizure Rescue Medication. The School will comply with the requirements of Utah Code Ann. § 53G-9-505 regarding the emergency administration of seizure rescue medication to a student. Accordingly, the School may administer seizure rescue medication to a student in accordance with the statute if (1) the School receives a seizure rescue authorization from the parent or guardian of the student; and (2) a School employee who has become a “trained school employee volunteer” as defined in the statute is available to administer the seizure rescue medication, and a licensed health care professional is not immediately available to administer the seizure rescue medication. The School may not compel a School employee to become a trained school employee volunteer nor may it obstruct a School employee from becoming a trained school employee volunteer.

Opiate Antagonist. Under Utah Code Ann. § 26B-4-509, School personnel, when acting in good faith, may administer an opiate antagonist to an individual whom the person believes to be experiencing an opiate-related drug overdose.

Stock Albuterol. The School will comply with the requirements of Utah Code Ann. §§ 26B-4-401, *et seq.*, regarding emergency administration of stock albuterol in response to an asthma emergency, in the event any School personnel seeks to become a “qualified adult” under that provision. The School may make stock albuterol available to a School employee who becomes a qualified adult. The School may not prohibit or dissuade School employees from receiving training to become a qualified adult, nor may it prohibit or dissuade School employees who become qualified adults from possessing or storing stock albuterol on School property or administering stock albuterol to any person in accordance with the statute.

Adrenal Crisis Rescue Medication. The School will comply with the requirements of Utah Code Ann. § 53G-9-507 regarding the emergency administration of adrenal crisis rescue medication to a student. Accordingly, the School may administer adrenal crisis rescue medication to a student in accordance with the statute if (1) the School receives an adrenal crisis rescue authorization from the parent or guardian of the student; and (2) a School employee who has become a “trained school employee volunteer” as defined in the statute is available to administer the adrenal crisis rescue medication, and a licensed health care professional is not immediately available to administer the adrenal crisis rescue medication. The School may not compel a School employee to become a trained school employee volunteer nor may it obstruct a School employee from becoming a trained school employee volunteer.

Self-Administration of Medication by Students

- (1) Students may possess and self-administer asthma medication, diabetes medication, epinephrine nasal spray, and injectable epinephrine rescue medication if:

The student’s parent or guardian signs a statement:

- a. Authorizing the student to possess and self-administer the medication; and



- b. Acknowledging that the student is responsible for, and capable of, possessing and self-administering the medication; and
- (2) The student's health care provider provides a written statement that:
- a. It is medically appropriate for the student to possess and self-administer the medication and be in possession of the medication at all times; and
 - b. Provides the name of the medication prescribed for the student's use.

The School will provide an acceptable form for parents to request that their student be allowed to possess and self-administer prescription medication.

Students are not prohibited from possessing one day's dosage of a non-prescription medication where the student's maturity level is such that he or she can reasonably be expected to properly administer the medication on his or her own.

Application of Sunscreen

Students may possess and self-apply sunscreen without a parent or physician's authorization.

If a student cannot self-apply sunscreen, a school employee may apply the sunscreen on the student if the student's parent or legal guardian has provided written consent.

Observations and Medical Recommendations by School Personnel

The Principal will ensure that appropriate School personnel receive training on the provisions of Utah Code Ann. § 53G-9-203, including but not limited to training regarding medical recommendations by School employees and rules related to School employees communicating information and observations about a student's health and/or welfare.

School employees who intentionally violate Utah Code Ann. § 53G-9-203 will be subject to discipline up to and including termination.





Quest Academy Arrest Reporting Policy

POLICY

The Board of Directors of the School recognizes the importance of receiving information regarding arrests of employees not licensed by the Utah State Office of Education to assist the School in adequately safeguarding the safety of students.

Required Reports

(a) Non-USOE-licensed employees of the School, (b) volunteers, (c) Board Members, and (d) any School employees who drive a motor vehicle as part of their employment responsibilities must report to the Principal information regarding the following matters:

- Convictions, including pleas in abeyance and diversion agreements;
- Any matters involving arrests for alleged sex offenses;
- Any matters involving arrests for alleged drug-related offenses;
- Any matters involving arrests for alleged alcohol-related offenses; and
- Any matters involving arrests for alleged offenses against the person under Title 76, Chapter 5 (i.e., assault, battery, etc.)

Timeline for Reports

Current employees of the School must provide the required reports to the Principal within seven (7) days of receiving notification of this policy from the Principal. Thereafter, employees of the School must submit required reports to the Principal within seven (7) days of the event necessitating the report. New employees of the School must report this information prior to commencing work for the School.

Procedure for Review of Reports

The Principal will review and investigate all reports received under the policy and determine whether any employment action is necessary to protect the safety of students.

The Principal will maintain the confidentiality of the information submitted and only share such information with individuals who legitimately need to know. Information regarding the reports, the results of any investigation, the Principal's determination and any action taken will be maintained in a separate, confidential employment file. These records will only be kept if the Principal determines it is necessary to protect the safety of students.



Required Action

Any individual who reports a matter involving alleged sex offenses or other alleged offenses which may endanger students shall be immediately suspended from all student supervision responsibilities during the period of investigation.

Any individual who reports a matter involving alcohol or drugs shall be immediately suspended from transporting students, operating motor vehicles on school business, or operating or maintaining school vehicles during the period of investigation.

Training

The Principal will ensure that individuals subject to this policy receive training regarding their arrest reporting obligations.

QA Arrest Reporting Policy
REVISION B
Board Approval Date: 10-13-15



**ARTICLES OF INCORPORATION
OF
Quest Academy, Inc.**

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Non-Profit Corporation and Cooperative Association Act, adopt the following Articles of Incorporation for Quest Academy, Inc.:

**Article I
NAME**

The name of the corporation is Quest Academy, Inc.

**Article II
DURATION**

The period of duration of this corporation is perpetual.

**Article III
PURPOSE**

- (a) To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah.
- (b) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.
- (c) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.
- (d) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."
 - (i) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein;



- (ii) no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Internal Revenue Code of 1954, as amended;
- (iii) the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law).

**Article IV
MEMBERS/STOCK**

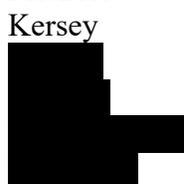
The corporation shall not have any class of members or stock.

**Article V
BY-LAWS**

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws.

**Article VI
DIRECTORS**

The number of directors of this Corporation shall be no less than three (3) members, and no more than seven (7), as fixed from time to time by the By-Laws of the Corporation. The number of directors constituting the present Board of Directors of the Corporation is six (6), and the names and addresses of the persons who are to serve as directors until their successors are elected and shall qualify are:

Becky Eastman 	Gabe Clark 	Penn Bradshaw 	Kenneth Bradshaw 	Brandy Beckman 	Michele Kersey 
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**Article VII
INCORPORATORS**

The names and addresses of the incorporators are:



Becky Eastman [Redacted]	Gabe Clark [Redacted]	Penn Bradshaw [Redacted]	Kenneth Bradshaw [Redacted]	Brandy Beckman [Redacted]	Michele Kersey [Redacted]
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**Article VIII
REGISTERED OFFICE AND AGENT**

The address of the corporation's initial registered office shall be:

1 W. 100 S.
Kaysville, UT 80437

Such office may be changed at any time by the Board of Trustees without amendment of these Articles of Incorporation.

The corporations initial registered agent at such address shall be:

Emily Coon

I hereby acknowledge and accept appointment as corporate registered agent:

Signature

**Article IX
PRINCIPAL PLACE OF BUSINESS**

The principal place of business of this Corporation shall be Weber County, Utah. The business of this Corporation may be conducted in all counties of the State of Utah and in all states of the United States, and in all territories thereof, and in all foreign countries as the Board of Trustees shall determine.

**Article X
DISTRIBUTIONS**

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and



distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

Article XI DISSOLUTION

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In Witness Whereof, We, Rebecca Eastman, Gabe Clark, Penn Bradshaw, Kenneth Bradshaw, Brandy Beckman and Michele Kersey have executed these Articles of Incorporation in duplicate this 22nd day of March, 2007, and say:

That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

QA Articles of Incorporation
Board Approved: 3-22-07



Quest Academy Assessment of Student Achievement Policy



PURPOSE

Quest Academy (the “School”) is required to measure student achievement, including by way of administering statewide assessments. When administered properly, statewide assessments give students an opportunity to demonstrate what they know and can do. In addition, the results of statewide assessments provide the School not only important data about their students’ proficiency, but also valuable information that can be used to guide and improve instruction in the School.

The purpose of this policy is to help ensure that the School conducts statewide assessments in a fair and ethical manner and in compliance with applicable law and Utah State Board of Education (“USBE”) rule. The School intends for this policy to comply with the requirements of Utah Administrative Code Rule R277-404.

POLICY

Statewide Assessment Plan

The School shall develop a plan to administer statewide assessments. The plan shall include at least the following:

- (a) The dates the School will administer statewide assessments;
- (b) Professional development for an educator to fully implement the assessment system;
- (c) Training for an educator, appropriate paraprofessional, or third-party proctor in the requirements of assessment administration ethics; and
- (d) Training for an educator and an appropriate paraprofessional to use statewide assessment results effectively to inform instruction.

The School shall submit the plan to the USBE by September 15 each year.

At least once each year the School shall provide professional development and training on statewide assessment administration as required by R277-404. The School shall use the Standard Test Administration Testing Ethics Policy for such professional development and training.

Student Participation in Statewide Assessments

- (a) With the exception of those students described in subsection (b) immediately below and exempted students, the School shall administer statewide assessments to all students enrolled in the grade level or course to which the assessment applies.
- (b) A student’s IEP team, English Learner Team, or Section 504 accommodation plan team shall determine an individual student’s participation in statewide assessments consistent with the Utah Participation and Accommodations Policy.



- (c) An educator may use a student's score on a statewide assessment to improve the student's academic grade for or demonstrate the student's competency within a relevant course. However, a student's score on a statewide assessment may not be used in determining whether the student may advance to the next grade level.
- (d) The School may not provide a nonacademic reward to a student for taking a statewide assessment.

Student Exemption from Statewide Assessments

- (a) A student's parent has the right to exempt the student from a statewide assessment in accordance with Utah Code § 53G-6-803 and the exemption procedures in R277-404. The School shall not impose procedures beyond those in R277-404 to exercise this right nor may the School impose any penalty or adverse consequences upon a student who is exempted.
- (b) School grading, teacher evaluation, and student progress reports or grades may not be negatively impacted by students exempted from taking a statewide assessment.
- (c) The School may allow a student who has been exempted from a statewide assessment to be physically present in the room during test administration. The School shall ensure that exempted students who are in attendance are provided with an alternative learning experience during test administration.

Other Requirements

The School shall comply with all applicable requirements in R277-404, including adhering to the USBE's Standard Test Administration and Testing Ethics Policy which is incorporated by reference in the rule.

QA Assessment of Student Achievement Policy
Board Approval Date: 4-18-23



Quest Academy Attendance Policy



POLICY

Quest Academy (the “School”) is committed to providing a quality education for every student. The School firmly believes that consistent attendance teaches students responsibility. Students learn the value of being punctual and prepared. Frequent absences and tardiness result in a loss of continuity of instruction. Also, frequent absences and tardiness prove disruptive for students, teachers, and staff. Excessive unexcused absences may lead to a student’s permanent dismissal from the School.

Parents are expected to take a proactive role in ensuring their children attend school. We recommend families plan their vacation schedule around the existing School calendar. When possible, medical and dental appointments should take place outside of school hours and parents should notify the School in advance of any absence. Parents and students are responsible for obtaining homework or assignments for the time period which the student is absent.

The School intends for this policy to be consistent with the provisions of Utah’s compulsory education laws, Utah Code Ann. §§ 53G-6-201 through 53G-6-211, as well as Utah Administrative Code Rule R277-607.

The Principal will establish attendance procedures consistent with this policy and applicable law and will ensure that the policy and procedures are distributed to parents.

Review

The School’s Board of Directors shall review this policy regularly.

QA Attendance Policy
REVISION C
Board Approval Date: 10-10-23





QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Attendance Administrative Procedures

These procedures are established in accordance with the Attendance Policy established by the School's Board of Directors.

Definitions

"Absence" or **"absent"** means the failure of a school-age child assigned to a class or class period to attend a class or class period. "Absence" or "absent" does not mean multiple tardies used to calculate an absence for the sake of a truancy.

"Chronic absenteeism" or **"chronically absent"** means a student misses 10% or more of days enrolled, for any reason, and makes a school aware that a beginning of tiered supports may be needed.

"Valid excuse" or "excused absence" means an absence resulting from:

- a) an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;
- b) a death of a family member or close friend;
- c) scheduled family event or a scheduled proactive visit to a health care provider in accordance with Section 53G-6-803(5);
- d) a family emergency;
- e) an approved School activity;
- f) a preapproved extended absence for a family activity or travel, consistent with School policy; or
- g) an absence permitted by an individualized education program or Section accommodation plan, developed pursuant to relevant law.

The Principal has the discretion to consider other absences as "valid excuses."

"Valid excuse" or "excused absence" does not mean a parent acknowledgement of an absence for a reason other than those described above.

"Habitual truant" means a school-age child who:

- (1) is in grade 7 or above and at least 12 years old;
- (2) is subject to the requirements of Section 53G-6-202; and
- (3) (a) is truant at least 20 days during one school year; or (b) fails to cooperate with efforts on the part of School authorities to resolve the school-age child's attendance problem as required under Section 53G-6-206.



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

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

“Truant” means a condition by which a school-age child, without a valid excuse, is absent for at least half of the School day. A school-age child may not be considered truant under this policy more than one time during one day.

Attendance Requirements: Students are allowed a maximum of ten (10) unexcused absences per year. However, despite the foregoing, the following applies to 9th grade students:

- All 9th grade students with five (5) or more absences in a quarter will be required to perform ten (10) hours of community service in order to make up for their absences during that quarter. This includes absences from an individual class, but does not include absences preapproved by the Principal (such as a preapproved extended absence). The community service criteria include:
 - All community service hours must be pre-approved through the attendance coordinator.
 - Students may not miss any class time to do the community service. If this is the case, the community service hours worked while the student was missing class will not be counted.
 - Community service hours performed must be documented on the School’s community service form.
 - Students must perform community service for non-profit organizations.
 - Students may not receive pay or other benefits for performing community service.
 - Students may not perform community service for their own employer, relative, or friend.
- Any 9th grade student who fails to complete their community service hours by the end of the School year will receive a “U” for that class for that quarter(s).

Excused Absences:

Kindergarten through 8th Grade:

- An oral or written communication documenting a valid excuse must be received from the student's parents/guardian within one (1) business day of the absence in order for the absence to be excused. In the event of multiple consecutive absences, written communication must be received within one (1) business day of the student’s return to School.

9th Grade:

- An oral or written communication documenting a valid excuse must be received from the student's parents/guardian within three (3) business days of an absence (or multiple consecutive absences) in order for the absence(s) to be excused. The oral or written communication must be provided by a parent/guardian in one of three ways:
 - Submitting an absence excuse form, which can be found at www.questac.org;
 - Coming into the junior high office in person; or



- Calling the School at (801)-731-9859 and selecting the option to excuse the absence(s).

All Grades:

- In the event of an unforeseeable illness or emergency, the School should be notified as soon as reasonably possible.
- Parents are responsible for ensuring that all absences are excused in the appropriate manner.

Preapproved Extended Absence: A parent/guardian may request approval from the Principal prior to a student's extended absence of up to ten (10) days per school year. The Principal will approve the absence if the Principal determines that the extended absence will not adversely impact the student's education. Parents/guardians of 9th grade students must use the preapproved absence request form provided by the School in order to request that an extended absence be excused.

Medical Documentation: The School may not require documentation from a medical professional to substantiate a valid excuse that is a mental or physical illness.

Make-up Work: Make-up work is permitted for students who have excused absences. The teacher will provide the student or the parent/guardian with any make-up work upon request. Make-up work must be completed within a reasonable timeframe as determined by the teacher.

Tardiness: A student is tardy if he or she is not in the assigned classroom when the late bell rings. In general, tardiness will be handled on an individual basis with the teacher. If a student is chronically tardy, then the student may be referred to the administration. However, 9th grade students with five (5) or more tardies (including absences from an individual class) in a quarter will be required to perform ten (10) hours of community service in order to make up for their tardies during that quarter. The community service criteria are the same as set forth in the "Attendance Requirements" section above. Any 9th grade student who fails to complete their community service hours by the end of the School year will receive a "U" for that class for that quarter(s).

Checking out of School: Students who leave the School before the end of the day are required to check out. This may be done with parent /guardian permission only. Students who leave the School or leave class without permission may be considered truant. Students must be checked out in person by a parent/guardian in the office.

Notification of Absences: In the event a student is absent, parents/guardians will be notified by phone on the day of the absence. Parents and students are responsible for tracking the total number of absences and tardies. Parents may be notified when their student reaches the 4th unexcused absence of the year. If the maximum limit for unexcused absences is reached, the Principal will attempt to schedule a meeting with the parents to review the situation and will outline the appropriate corrective action.

Notice of Compulsory Education Violation (For Students in Grades 1-6)



The School may issue a "notice of compulsory education violation" to a parent/guardian of a school-age child who is in grades 1 through 6 if the student is truant at least five (5) times during the school year.

This notice shall:

1. Direct the parent/guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the Principal and Board to secure regular attendance by the student;
2. Designate the School authorities with whom the parent/guardian is required to meet;
3. State that it is a class B misdemeanor for the student's parent/guardian to intentionally or without good cause fail to meet with the designated School authorities to discuss the student's attendance problems, or fail to prevent the student from being truant an additional five (5) or more times during the remainder of the school year; and
4. Be served on the parent/guardian by personal service or certified mail.

If School personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent or guardian has failed to make a good faith effort to ensure that the child receives an appropriate education, the issuer of the compulsory education violation shall report to the Division of Child and Family Services the information required by Utah Code Subsection 53G-6-202(8) (also in accordance with the School's Child Abuse and Neglect Reporting Policy).

Chronic Absenteeism Prevention and Intervention Program

The School's Chronic Absenteeism Prevention and Intervention Program is established to encourage good attendance, improve academic outcomes, and reduce negative behaviors. Through this program, the School hopes to create a trusting relationship between teachers, students, and parents/guardians.

The School's efforts to prevent chronic absenteeism include, but are not limited to:

- Serving students breakfast and lunch at the School each school day.
- Providing classroom and/or schoolwide rewards and/or incentives to students for good attendance.
- Notifying parents/guardians by phone each time a student is absent, and making such notification on the day of the absence.
- Contacting parents/guardians of students who reach four (4) and/or five (5) unexcused absences to try to resolve the students' attendance problems.
- Providing parents/guardians with notices of compulsory education violations or notices of truancy, as appropriate and as outlined herein.
- Making habitual truancy referrals, as appropriate and as outlined herein.
- Providing parents/guardians with the School's attendance policies and procedures each year at the time of registration.



The School will seek to help students struggling with absenteeism (including chronically absent students) through implementing research or evidence-based absenteeism and dropout prevention interventions. Those efforts will include documented earnest and persistent efforts to resolve a student's attendance problems through the following interventions:

- When a student's attendance is negatively affecting the student's learning, the classroom teacher will notify the student and/or the student's parent/guardian of the concern. The teacher will set up a conference with the student and/or the student's parent/guardian to identify and resolve any problems that prevent the student from attending school. The student's progress will be monitored.
- If meeting with the student and parent/guardian does not adequately address the problems and the student's learning continues to suffer, then the School counselor or Principal will work with the teacher and parent/guardian in finding a solution to the problems that are preventing the student from attending to his/her learning. Efforts to resolve the problems may include, but are not limited to, the following: making adjustments to the curriculum or the schedule; counseling of the student by School authorities; mentoring the student; providing the student with increased academic support; teaching the student executive function skills such as planning, goal setting, understanding and following multi-step directions, and self-regulation; considering alternatives proposed by the parent/guardian; incorporating attendance in the student's course score or grade (but only if an individualized plan is developed by the student's teacher and parent and the parent consents to the individualized plan); or providing the parent/guardian with a list of community resources to help the family.
- The Principal may consult with a parent/guardian to determine if mitigating circumstances such as medical or psychological problems indicate the use of intervention methods for resolving the attendance problems.
- In the event that the preceding interventions fail, the Principal will contact the parent/guardian and request a formal meeting to discuss and resolve the attendance problems. A copy of of the communication (letter, email, etc.) will be kept by the School.
- The Principal will notify the student and a parent/guardian of the actions the School may take should the student be truant in the future.

Notice of Truancy (For Students in Grade 7 or Above)

Consistent with Section 53G-6-203, the School may issue a notice of truancy to a school-age child who is in grade 7 or above, at least 12 years old, and is truant at least five (5) times during the school year.

A notice of truancy will only be issued after the School has made earnest and persistent efforts to resolve student attendance problems, which efforts may include those set forth above.

A notice of truancy will:

1. Direct the school-age child who receives the notice of truancy, and the parent/guardian of the school-age child, to meet with School authorities to discuss the student's attendance problem and cooperate with the Principal and Board to secure regular attendance by the student;



2. Designate the School authorities with whom the school-age child and parent/guardian is required to meet.

A notice of truancy will be served on the parent/guardian by personal service or regular mail. The parent/guardian will have the right to appeal a notice of truancy in writing to the Principal within ten (10) days of being issued.

Referrals for Habitual Truancy (For Students in Grade 7 or Above)

In accordance with Utah Code § 53G-8-211, the School shall refer a student who is a habitual truant to an evidence-based alternative intervention described in Utah Code § 53G-8-211(3), including:

- a mobile crisis outreach team;
- a youth services center, as defined in Section 80-6-901;
- a certified youth court, as defined in Section 80-6-901, or comparable restorative justice program;
- an evidence-based intervention created and developed by the School or other governmental entities as set forth in Section 53G-8-211(a); or
- truancy mediation.

If the student who is a habitual truant refuses to participate in an evidence-based alternative intervention described above, the School shall refer the student for prevention and early intervention youth services, as described in Section 80-5-201, by the Division of Juvenile Justice and Youth Services.

The School may only refer a student who is a habitual truant to a law enforcement officer or agency or a court if:

- The student was previously alleged of being a habitual truant at least twice during the same school year; and
- The student was referred to an evidence-based alternative intervention, or for prevention and early intervention youth services, as described above for at least two of the previous habitual trancies.

If the School refers a student who is a habitual truant to a law enforcement officer or agency or a court, the School shall appoint a School representative to continue to engage with the student and the student's family through the court process. The School shall include the following in its referral to a law enforcement officer or agency or a court:

- Attendance records for the student;
- A report of evidence-based alternative interventions used by the School before the referral, including outcomes;
- The name and contact information of the School representative assigned to actively participate in the court process with the student and the student's family;
- If the student was referred to prevention or early intervention youth services, a report from the Division of Juvenile Justice and Youth Services that demonstrates the student's failure to complete or participate in prevention and early intervention youth services; and
- Any other information that the School considers relevant.



Appeals Process

Parents/guardians who believe that all or part of their student's absences and/or tardies should be considered excused, or if they want to contest a notice of truancy, notice of compulsory education, habitual truancy referral, or any disciplinary action taken against their student pursuant to the School's Attendance Policy or these procedures, shall follow the School's Parent Grievance Policy.

Students with Qualified Disabilities

If students with disabilities under the Individuals with Disabilities Education Act, or students protected under either Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, have excessive absences, including but not limited to absences for mental or behavioral health reasons, and fall within the criteria of these procedures, the School will ensure that these procedures are applied in a manner consistent with all applicable state and federal laws and regulations. Excused absences for known mental or behavioral health reasons do not absolve the School of FAPE responsibilities.

Annual Report

The School shall annually report the following data separately to the State Board of Education:

1. absences with a valid excuse; and
2. absences without a valid excuse.



Quest Academy Background Check Policy

Approved: 08.13.2024

POLICY

The purpose of this policy is to protect the safety, health and security of Quest Academy (the “School”) students, employees, and property.

The School will comply with Utah Code § 53G-11-401 *et seq.* and Utah Administrative Code R277-316 regarding employee background checks. To protect the health and safety of all students and protect the property of the School, the School requires (a) all Board members, (b) all potential employees and (c) any volunteers given significant unsupervised access to a student in connection with the volunteer’s assignment, to submit to a criminal background check and ongoing monitoring as a condition for employment or appointment.

Individuals Subject to Background Checks

The School requires that the following individuals submit to a criminal background check and ongoing monitoring as provided in Utah Code § 53G-11-402 as a condition for employment or appointment: (a) each employee who is not licensed by the Utah State Board of Education (“USBE”), including substitute teachers; (b) each volunteer who will be given significant unsupervised access to a student in connection with the volunteer’s assignment; (c) each contract employee; and (d) each Board Member.

Additionally, each employee who is licensed by the USBE must obtain a background check and submit to ongoing monitoring as required in connection with USBE’s licensure requirements.

Conducting the Background Check

Any person submitting to a background check for the School will sign a consent and waiver notifying the individual (a) that a criminal background check will be conducted, (b) who will see the information received as a result of the background check, and (c) how that information will be used.

The School will collect the following from an individual required to submit to a background check for the School:

- (a) personal identifying information, including but not limited to:
 - (i) current name, former names, nicknames, and aliases;
 - (ii) date of birth,
 - (iii) address,
 - (iv) telephone number,
 - (v) driver license number or other government-issued identification number,
 - (vi) social security number, and
 - (vii) fingerprints;
- (b) a fee, subject to the “Payment of Fees for Background Check” section set forth below; and



- (c) consent and waiver on a form specified by the School for the:
 - (i) initial fingerprint-based background check by the FBI and the Utah Bureau of Criminal Identification; and
 - (ii) retention of personal identifying information for ongoing monitoring by the School through registration with the systems described in Utah Code § 53G-11-404.

The School will then submit such individuals' personal identifying information, including fingerprints, to the Utah Bureau of Criminal Identification for (a) an initial fingerprint-based background check and (b) ongoing monitoring (if the results of the initial criminal background check do not contain disqualifying criminal history information as determined by the School).

Payment of Fees for Background Check

The School shall pay the background check fee and fingerprinting fee for non-licensed and contract employees of the School, including substitutes, and for volunteers and Board Members of the School.

Background Check Evaluation

When making decisions regarding employment or appointment based on the information received from a criminal background check, the School will consider:

- (a) any convictions, including pleas in abeyance;
- (b) any matters involving a felony; and
- (c) any matters involving an alleged:
 - (i) sexual offense;
 - (ii) class A misdemeanor drug offense;
 - (iii) offense against the person under Title 76, Chapter 5, Offenses Against the Person;
 - (iv) class A misdemeanor property offense that is alleged to have occurred within the previous three years; and
 - (v) any other type of criminal offense, if more than one occurrence of the same type of offense is alleged to have occurred within the previous eight years.

Only those convictions which are job-related for the employee, applicant, or volunteer will be considered by the School.

Opportunity to Respond to Background Check

The School will provide an individual an opportunity to review and respond to any criminal history information received as a result of submitting for a criminal background check or through ongoing monitoring.

If a person is denied employment or appointment or is dismissed from employment or appointment because of information obtained through a criminal background check or ongoing monitoring, the person may request a review of the information received and the reasons for the disqualification and shall be provided written notice of the reasons for denial or dismissal and of the individual's right to request a review of the disqualification.



Confidentiality

Information received by the School as a result of a background check will only be (a) available to individuals involved in the hiring or background investigation process for that individual and (b) used for the purpose of assisting the School in making employment-related decisions. Any person who disseminates or uses any such information for any other purpose is subject to criminal penalties and civil liability as set forth in applicable law.

Privacy Risk Mitigation Strategy

The School will employ reasonable privacy risk mitigation strategies to ensure that the School only receives notifications for individuals with whom the School maintains an authorizing relationship. Specifically, the School shall terminate ongoing monitoring for employees upon the termination their employment with the School and for Board Members upon their resignation from the Board or upon the expiration of their Board member term without renewal, unless good cause exists to maintain ongoing monitoring for such individuals (such as if they request and are approved to continue on at the School in the capacity of a volunteer).

With respect to non-Board Member volunteers, the School shall maintain a list of volunteers who are registered for ongoing monitoring, periodically consult with relevant School personnel to determine whether such individuals are still volunteering for the School, and ensure that ongoing monitoring for such individuals is terminated when appropriate. In addition, the School shall (a) upon receiving notification of criminal activity, review the current status of the individual in relation the School and (b) decline to accept and review the detail of the notification if the individual named is no longer employed or authorized to volunteer by the School.



Quest Academy Birthday Celebration Policy



PURPOSE:

The purpose of this policy is to clarify the manner in which student birthdays will be recognized and celebrated at Quest Academy (the “School”).

POLICY:

Students whose birthdays are being celebrated in a given month may be recognized on a bulletin board in the School.

The administration will designate a day each month for the recognition and celebration of student birthdays. Students whose birthdays are being recognized may be given a ribbon or other item to identify them and may wear appropriate non-uniform attire to school on that day.

The POQA student celebration committee may provide a decorated table in the lunch room at which students whose birthdays that are being celebrated on that day may sit for lunch. The birthday students who take school lunch will receive the regular menu items for that day.

Teachers may also take time to celebrate each child’s birthday in their own classroom, on or around the student’s individual birthday.

QA Birthday Celebration Policy
Board Approval Date: 1-12-10



Quest Academy Budgeting Policy



POLICY

Quest Academy (the “School”) will comply with the budgeting requirements of Utah law, including but not limited to Utah Code Title 53G Chapter 7, Part 3.

The School’s Principal is appointed as the budget officer. Before June 1 of each year, the budget officer shall prepare a tentative budget, with supporting documentation, to be submitted to the Board of Directors.

The tentative budget and supporting documents shall include the following items:

- (a) the revenues and expenditures of the preceding fiscal year;
- (b) the estimated revenues and expenditures of the current fiscal year;
- (c) a detailed estimate of the essential expenditures for all purposes for the next succeeding fiscal year; and
- (d) the estimated financial condition of the School at the close of the current fiscal year.

The tentative budget shall be filed with the School’s Principal for public inspection at least 15 days before the date of the tentative budget's proposed adoption by the Board of Directors.

Before June 30 of each year, the Board of Directors will adopt a budget for the next fiscal year.

By the sooner of July 15 or 30 days of adopting a budget, the Board of Directors will file a copy of the adopted budget with the state auditor and the Utah State Board of Education (USBE).

Maintenance of Effort

Because the School receives federal funds, including Title I, Part A funds, the School is obligated to comply with certain maintenance of effort (“MOE”) requirements. The School adopts this policy in order to ensure that the School complies with MOE requirements.

The School will not use applicable federal funds to reduce the level of expenditures from state and/or local funds for the education of students below the level of those expenditures for the preceding fiscal year. Unless an exception applies or a waiver is granted and taking into account allowable reductions, the School will budget from state and/or local funds at least the same total spent for that purpose from the same state and/or local funds source(s) for the most recent prior year for which information is available.

The School acknowledges that if MOE requirements are not satisfied, then the USBE may penalize the School by reducing the School’s federal funding by a proportional amount the following year.

QA Budgeting Policy
REVISION A
Board Approved Date: 6-15-21



Quest Academy Building Use Policy



PURPOSE

This policy establishes procedures for using Quest Academy's (the "School") building and facilities by outside individuals and groups.

POLICY

Under state law, the School's facilities are available for use as a "civic center" when such use does not interfere with a School function or purpose, violates no applicable law or regulation, and does not otherwise impose an unreasonable burden on the School or expose the School or participants to unreasonable risk.

Any permission to use School facilities is granted under Utah Code §53A-3-413 and -414 and is considered a permit for governmental immunity purposes under Utah Code §63G-7-201(4)(c). The School therefore has full governmental immunity under Utah Code §63G-7-301(5)(c) for claims arising from such use of the facilities.

PROCEDURES

Fees for the use of facilities shall be charged as outlined in this Policy and will be collected prior to use.

A Building Use Agreement must be signed by the user prior to use.

Usage time shall initially be computed from the time of requested opening to anticipated closing of the doors. Closing time shall be the time when all persons associated with the use have left the building, and the fee will be adjusted for additional time used. Persons lingering in the building are the user's responsibility.

Equipment, keys, and property shall not be loaned or removed from the building.

Facilities such as computer lab, media center, or kitchen shall not be used unless approved by the Principal and school personnel are present during the entire time of the function.

Buildings may not be used without adequate School supervision as determined by the Principal. The assigned supervisor is responsible for oversight of the facilities while in use.

Besides the building supervision provided by the School, all use groups must provide their own supervision to maintain order and prevent damage to or loss of School property.



Any individual or entity using the facilities for commercial purposes must provide, before the use, a Certificate of Insurance evidencing public liability coverage of one million dollars (\$1,000,000) per occurrence and naming the School as an additional insured.

The user must comply with any standards of safety and behavior of the School and Utah law. Violation of any of these standards is grounds for termination of the use agreement and the immediate removal of individuals associated with the use. Violation may cause the forfeiting of all deposits, and additional charges may be assessed.

Additional fees may be charged for School equipment (spot lights, DVD players and televisions, microphones, etc.) and supplies.

The Principal may establish conditions of use intended to protect the facilities from damage or unreasonable wear and tear.

Users shall pay for any damage to the facilities or School equipment caused by their use.

FEES

Except where the Principal has discretion under this Policy, users will be charged fees listed in the Fee Schedule below, which is subject to periodic review and revision.

The School's Parent Organization and teachers with their individual classes may use the facilities free of charge for qualifying school-related activities. Such use must be approved by and coordinated with the School's Principal. These activities must be approved by the Principal before notice of the event is distributed.

Charitable and non-profit rates apply to non-profit organizations such as service clubs, Boy Scouts, Girl Scouts, United Way, cities and counties. The Principal may grant free use of the facilities to non-profit organizations at the Principal's discretion when the use will not create additional expense for the School.

Security Deposit

At the discretion of the Principal, the user may be charged a refundable security deposit of up to \$500. The Principal shall determine the security deposit based on the size of the group, the location of the activity, and the activity involved. Security deposits shall be paid by the user in a separate check and deposited by the School before use may occur.

Following the use period, the Principal or designee shall inspect the facility for damage or mess requiring extra cleanup time. Any such extra charges will be deducted from the security deposit, and the remaining security deposit shall be refunded to the user via a school check. Should there be no extra charges assessed, the full security deposit shall be refunded.

Personnel

At least one School staff member must be present during any use of the facilities. The Principal will set the fee based on the number of personnel required for a particular activity. General



supervision of the facility may be assigned to a custodian, teacher, administrator or other qualified staff member.

Users must pay for any additional custodial services required.

At least one staff member is required for the kitchen.

COMMERCIAL AND CHARITABLE AND NONPROFIT BUILDING USE FEE SCHEDULES

Commercial and Charitable Nonprofit Building Use Fee Schedule		
FACILITY	Commercial	Charitable/Nonprofit
Parking lot	\$ 40/day	\$ 10/day
Cafeteria	\$125/hr	\$ 50/hr
Multipurpose room	\$125/hr	\$ 50/hr
Kitchen (When using the kitchen facility, it is mandatory to have at least one staff member present, for which there is an additional personnel charge.)	\$125/hr	\$50/hr
Classroom (each)	\$ 40/hr	\$ 20/hr
PERSONNEL	Commercial	Charitable/Nonprofit
Building Supervisor	\$ 35/hr	\$ 35/hr
Additional Staff	\$ 20/hr	\$ 20/hr
Kitchen Staff	\$ 20/hr	\$ 20/hr
EQUIPMENT	Commercial	Charitable/Nonprofit
This fee is done on a case by case basis. Fees are set by Principal or designee. Fee shall be documented in Building Use Agreement	TBD	TBD

QA Building Use Policy
Board Approval Date: 10-13-15





BUILDING USE AGREEMENT (COMMERCIAL ORGANIZATIONS)

Applicant's Name: _____

Date: _____

Applicant's _____ Address:

_____ City: _____ Zip

Code: _____

Phone: Home _____ Business _____

Cell _____

Type _____ of _____ Activity:

_____ Facilities _____ Used _____ by:

_____ Area(s) _____ or _____ Room(s) _____ Requested:

Month(s)	Year(s)	Date(s) Requested	Time(s) Requested	
			From	To

TO BE COMPLETED BY SCHOOL

Facility	Rental Fee Per Hour	Hours/Days	TOTAL	Security Deposit
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
Personnel Required	Staff Charge Per Hour	Hours	TOTAL	
	\$		\$	
	\$		\$	



	\$		\$	
	\$		\$	
	\$		\$	
Equipment	Describe:		\$	
TOTAL CHARGE for use of facilities as described above:			\$	\$
TOTAL CHARGE FOR ACTUAL USE OF FACILITIES			\$	\$

As users of the school facilities, we assume all responsibility for the activity and will not violate any city, county or state law. We understand and agree to comply with all use policies of the school. Any loss or damage to buildings, equipment or grounds as a result of this activity will be fully reimbursed. We hereby acknowledge having received, read, and agree to abide by the school's use policies. We acknowledge that the school may terminate this agreement at any time.

Applicant shall indemnify and defend the school and its affiliates, and their officers, directors, and employees and agents, from and against any and all costs, losses, damages and liabilities (including, without limitation, reasonable attorneys, fees, interest and any penalties) incurred or suffered by the school or any of its affiliates (or any of their officers, directors, or employees) with respect to, in connection with or arising out of applicant's use of the school's facilities.

(Check if Applicable)

\$1,000,000.00 ACTIVE LIABILITY insurance is required by all applicants using the facility for commercial purposes. This use qualifies as a commercial purpose and a certificate of insurance naming the school as an additional insured shall be attached to this agreement.

You are hereby granted this PERMIT to use the school's facilities as described above. Use at your own risk. The school is immune from liability for your use pursuant to UCA § 53G-7-209 and -210 and § 63G-7-201(4). You are advised to obtain insurance for your own liability.

Signature _____ of _____ Applicant:

Signature _____ of _____ School
 Personnel: _____



**BUILDING USE AGREEMENT
(CHARITABLE/NONPROFIT ORGANIZATIONS)**

Applicant's Name: _____

Date: _____

Applicant's Address: _____ City: _____ Zip

Code: _____

Phone: Home _____ Business _____ Cell _____

Type _____ of _____ Activity:

Facilities _____ Used _____ by:

Area(s) _____ or _____ Room(s) _____ Requested:

Month(s)	Year(s)	Date(s) Requested	Time(s) Requested	
			From	To

TO BE COMPLETED BY SCHOOL

Facility	Rental Fee Per Hour	Hours/Days	TOTAL	Security Deposit
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
	\$		\$	\$
Personnel Required	Staff Charge Per Hour	Hours	TOTAL	
	\$		\$	
	\$		\$	
	\$		\$	
	\$		\$	
	\$		\$	
Equipment	Describe:		\$	
TOTAL CHARGE for use of facilities as described above:			\$	\$
TOTAL CHARGE FOR ACTUAL USE OF FACILITIES			\$	\$

As users of the school facilities, we assume all responsibility for the activity and will not violate any city, county or state law. We understand and agree to comply with all use policies of the school. Any loss or damage to buildings, equipment or grounds as a result of this activity will be fully reimbursed. We hereby acknowledge having received, read, and agree to abide by the school's use policies. We acknowledge that the school may terminate this agreement at any time.

Applicant shall indemnify and defend the school and its affiliates, and their officers, directors, and employees and agents, from and against any and all costs, losses, damages and liabilities (including, without limitation, reasonable attorneys, fees, interest and any penalties) incurred or suffered by the school or any of its affiliates (or any of their officers, directors, or employees) with respect to, in connection with or arising out of applicant's use of the school's facilities.



(Check if Applicable)

\$1,000,000.00 ACTIVE LIABILITY insurance is required by all applicants using the facility for commercial purposes. This use qualifies as a commercial purpose and a certificate of insurance naming the school as an additional insured shall be attached to this agreement.

You are hereby granted this PERMIT to use the school's facilities as described above. Use at your own risk. The school is immune from liability for your use pursuant to UCA § 53G-7-209 and -210 and § 63G-7-201(4). You are advised to obtain insurance for your own liability.

Signature _____ of _____ Applicant:

Signature _____ of _____ School
Personnel: _____



Quest Academy
Bullying & Hazing Policy
Approved: December 10, 2024



PURPOSE

The purpose of this policy is to prohibit bullying, cyber-bullying, hazing, retaliation, and abusive conduct involving Quest Academy (the “School”) students and employees. The School’s Board of Directors (the “Board”) has determined that a safe, civil environment in School is necessary for students to learn and achieve high academic standards and that conduct constituting bullying, cyber-bullying, hazing, retaliation, and abusive conduct disrupts both a student’s ability to learn and the School’s ability to educate its students in a safe environment.

POLICY

Prohibited Conduct

Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and employees are against federal, state, and local policy and are not tolerated by the School. The School is committed to providing all students with a safe and civil environment in which all members of the School community are treated with dignity and respect. To that end, the School has in place policies, procedures, and practices that are designed to reduce and eliminate this conduct – including, but not limited to, civil rights violations – as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, hazing, retaliation, and abusive conduct towards students and/or employees by students and/or employees will not be tolerated in the School. Likewise, abusive conduct by students or parents or guardians against School employees is prohibited by the School and will not be tolerated in the School.

In order to promote a safe, civil learning environment, the School prohibits all forms of bullying of students and School employees (a) on School property, (b) at a School-related or sponsored event, or (c) while the student or School employee is traveling to or from School property or a School-related or sponsored event.

The School prohibits all forms of bullying, cyber-bullying, hazing, abusive conduct of or retaliation against students and School employees at any time and any location.

Students and School employees are prohibited from retaliating against any student, School employee or an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation.

Students and School employees are prohibited from making false allegations of bullying, cyber-bullying, hazing, abusive conduct, or retaliation against a student or School employees.



Students and School employees are prohibited from sharing a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, and retaliation in order to impact or encourage future incidents.

In addition, School employees, coaches, sponsors and volunteers shall not permit, condone or tolerate any form of hazing, bullying, cyber-bullying, or abusive conduct and shall not plan, direct, encourage, assist, engage or participate in any activity that involves hazing, bullying, cyber-bullying, or abusive conduct.

Any bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to OCR compliance regulations.

Definitions

Abusive Conduct – For purposes of this policy, “abusive conduct” means verbal, nonverbal, or physical conduct of a parent or guardian or student directed toward a School employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress. A single act does not constitute abusive conduct.

Action Plan – For purposes of this policy, “action plan” means a process to address an incident as described in Utah Code § 53G-9-605.5.

Bullying – For purposes of this policy, "bullying" means a School employee or student intentionally committing a written, verbal, or physical act against a School employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:

- (1) causing physical or emotional harm to the School employee or student;
- (2) causing damage to the School employee’s or student’s property;
- (3) placing the School employee or student in reasonable fear of:
 - (a) harm to the School employee’s or student’s physical or emotional well-being; or
 - (b) damage to the School employee’s or student’s property;
- (4) creating a hostile, threatening, humiliating, or abusive educational environment due to:
 - (a) the pervasiveness, persistence, or severity of the actions; or
 - (b) a power differential between the bully and the target; or
- (5) substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.

This conduct constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct. In addition, bullying is commonly



understood as aggressive behavior that is intended to cause distress and harm; exists in a relationship in which there is an imbalance of power and strength; and is repeated over time.

Bullying may also include relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation.

Civil Rights Violations – For purposes of this policy, “civil rights violations” means bullying, cyber-bullying, harassment, abusive conduct, or hazing that is targeted at a federally protected class.

Cyber-bullying – For purposes of this policy, "cyber-bullying" means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.

Federally protected class – For purposes of this policy, “federally protected class” means any group protected from discrimination under federal law, such as:

- (1) Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin.
- (2) Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex.
- (3) Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability.
- (4) Other areas included under these acts which include religion, gender, and sexual orientation.

Hazing – For purposes of this policy, “hazing” means a School employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a School employee or student that:

- (1) (a) endangers the mental or physical health or safety of a School employee or student;
(b) involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
(c) involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a School employee or student; or
(d) involves any activity that would subject a School employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a School employee or student to extreme embarrassment, shame, or humiliation; and



- (2) (a)(i) is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for membership in a School or School sponsored team, organization, program, club, or event; or
 - (ii) is directed toward a School employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a School or School sponsored team, organization, program, club, or event in which the individual who commits the act also participates.
- (3) The conduct described above constitutes hazing, regardless of whether the School employee or student against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.

Incident – For purposes of this policy, “incident” means a verified incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation that is prohibited in Utah Code § 53G-9-601 *et seq.*

Retaliate or Retaliation – For purposes of this policy, "retaliate or retaliation" means an act or communication intended:

- (1) as retribution against a person for reporting bullying or hazing; or
- (2) to improperly influence the investigation of, or the response to, a report of bullying or hazing.

School Employee – For purposes of this policy, “School employee” means an individual working in the individual’s official capacity as:

- (1) a School teacher;
- (2) a School staff member;
- (3) a School administrator; or
- (4) an individual:
 - (a) who is employed, directly or indirectly, by the School; and
 - (b) who works on the School’s campus(es).

Verification – For purposes of this policy, “verification” means that an alleged incident has been found to be substantiated through a formal investigation process done by the School as outlined in this policy.

Volunteer – For purposes of this policy, “volunteer” means a non-employee with significant, unsupervised access to students in connection with a School assignment.

Reporting Prohibited Conduct

Students who have been subjected to or witnessed bullying, cyber-bullying, hazing, or retaliation, and students who have witnessed abusive conduct, must promptly report such prohibited conduct



to any School personnel orally or in writing. School personnel who receive reports of such prohibited conduct must report them to the Principal.

School employees who have been subjected to or witnessed hazing, bullying, cyber-bullying, abusive conduct, or retaliation must report such prohibited conduct to the School's Principal orally or in writing.

Each report of prohibited conduct shall include:

- (1) the name of complaining party;
- (2) the name of person subjected to the prohibited conduct (if different than complaining party);
- (3) the name of perpetrator (if known);
- (4) the date and location of the prohibited conduct; and
- (5) a statement describing the prohibited conduct, including names of witnesses (if known).

In connection with a report of prohibited conduct, students and School employees may request that their identity be kept anonymous, and reasonable steps shall be taken by the Principal and others involved in the reporting and investigation to maintain the anonymity of such individuals, if possible. School employees must take strong responsive action to prevent retaliation, including assisting students who are subjected to prohibited conduct and his or her parents or guardians in reporting subsequent problems and new instances of prohibited conduct.

The Principal or his/her designee shall promptly make a reasonably thorough investigation of all complaints of prohibited conduct, including, to the extent possible, anonymous reports, and shall, in accordance with the Consequences of Prohibited Behavior section below, administer appropriate discipline to all individuals who violate this policy. Formal disciplinary action is prohibited based solely on an anonymous report.

The Principal may report to OCR all incidents of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that he/she reasonably determines may be violations of a student's or employee's civil rights.

It is the School's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the School's computer equipment and network system, and routine monitoring or maintenance may lead to discovery that a user has violated School policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of this policy will be confiscated for investigation and may be turned over to law enforcement.

Investigation of Alleged Incidents

The School will investigate all allegations of bullying, cyber-bullying, hazing, retaliation, and



abusive conduct in accordance with this policy and applicable law. The Principal or his/her designee will investigate such allegations and will have adequate training to conduct such an investigation. The Principal will be the point person with training and expertise to assist, direct, and supervise training of other employees in the responsibilities set forth in this paragraph.

The School will investigate these alleged incidents by interviewing:

- (1) the students subjected to the alleged incident;
- (2) the individual who is alleged to have engaged in the prohibited conduct;
- (3) the parents or guardians of the students subjected to the alleged incident and the individual who is alleged to have engaged in prohibited conduct;
- (4) any witnesses;
- (5) School staff familiar with the student subjected to the alleged incident;
- (6) School staff familiar with the individual who is alleged to have engaged in prohibited conduct; or
- (7) Other individuals who may provide additional information.

The individual who investigates an alleged incident will inform an individual being interviewed that (1) to the extent allowed by law, the individual is required to keep all details of the interview confidential; and (2) further reports of bullying will become part of the review. However, the confidentiality requirement described in this paragraph does not apply to conversations with law enforcement, requests for information pursuant to a warrant or subpoena, a state or federal reporting requirement, or other reporting required by R277-613.

In conducting this investigation, the School may (1) review disciplinary reports of involved students; and (2) review physical evidence, including video or audio, notes, email, text messages, social media, or graffiti.

The School will report alleged incidents of bullying, cyber-bullying, hazing, retaliation, and abusive conduct to law enforcement when the Principal reasonably determines that the alleged incident may have violated criminal law.

The School shall follow up with the parents or guardians of all parties to:

- (1) inform parents or guardians when an investigation is concluded;
- (2) inform parents or guardians what safety measures will be in place for their child, as determined by the investigation;
- (3) provide additional information about the investigation or the resolution consistent with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g; and



- (4) inform parents or guardians of the School's Parent Grievance Policy if the parents or guardians disagree with the resolution of the investigation.

If the investigation results in a verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the School shall create and implement an action plan for each such incident in accordance with Utah Code § 53G-9-605.5 and R277-613.

In addition, following verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the Principal may, if he/she determines it is appropriate:

- (1) take positive restorative justice practice action in accordance with policies established by the School;
- (2) provide supportive services designed to preserve the student's access to educational opportunities and a sense of safety; or
- (3) develop a communication process.

However, a student to whom an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct is directed is not required to participate in a restorative justice practice with an individual who is alleged to have engaged in prohibited conduct. If the School would like any student to participate in a restorative justice practice, the School will notify the student's parent or guardian of the restorative justice practice and obtain consent from the student's parent or guardian before including the student in the process.

Parental Notification

The Principal or his/her designee will timely notify a student's parent or guardian if:

- (1) the student threatens suicide; or
- (2) the student is involved in an incident (including if the student is subjected to the incident or is the person who caused the incident) and of the action plan to address the incident.

The Principal or his/her designee will attempt to contact the parent or guardian by telephone to provide this notification and to discuss the matter. If the parent or guardian is not available by telephone, the Principal or his/her designee will provide the parent or guardian the required notification by email.

The Principal or his/her designee will produce and maintain a record that:

- (1) verifies that the School notified each parent or guardian as required above. If an in-person meeting takes place, the Principal or his/her designee may ask the parent or guardian to sign the record acknowledging that the notification was provided. If a telephone conversation takes place, the Principal or his/her designee may document on the record such details as the date and time of the telephone call, who was spoken to, and brief notes regarding the notification that was provided and the content of the conversation. If an email is sent, the Principal or his/her designee will retain a copy of the email; and
- (2) tracks implementation of the action plan addressing the incident, if applicable.



The School will retain the record for at least as long as the student is enrolled at the School and will provide or expunge the record in accordance with Utah Code § 53G-9-604. The School will maintain the confidentiality of the record in accordance with the state and federal student data privacy laws referenced in Utah Code § 53G-9-604.

In addition to notifying the parent or guardian as set forth above, the Principal or his/her designee will provide the parent or guardian with the following:

- (1) suicide prevention materials and information as recommended by the Utah State Board of Education in accordance with Utah Code § 53G-9-604(2)(b);
- (2) information on ways to limit a student's access to fatal means, including firearms or medication; and
- (3) information and resources on the healthy use of social media and online practices as provided in R277-613.

Action Plan to Address Incidents

Following verification of an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct, the School shall develop and implement an action plan. The action plan shall include:

- (1) with respect to the student to whom the incident was directed and in direct coordination with the student's parent or guardian:
 - (a) a tailored response to the incident that addresses the student's needs;
 - (b) a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident;
 - (c) notification of the consequences and plan to address the behavior of the student who caused the incident;
 - (d) support measures designed to preserve the student's access to educational services and opportunities; and
 - (e) to the extent available, access to other resources the parent requests for the student; and
- (2) with respect to the student who caused the incident and in direct coordination with the student's parent or guardian:
 - (a) a range of tailored and appropriate consequences, making reasonable effort to preserve the student's access to educational services and activities;
 - (b) a process to determine and provide any needed resources related to the underlying cause of the incident;
 - (c) supportive measures designed to preserve the student's access to educational services and opportunities while protecting the safety and well-being of other students; and
 - (d) a process to remove the student from School in an emergency situation, including a description of what constitutes an emergency.

The School may not include in an action plan a requirement that the student to whom the incident was directed change the student's:

- (1) educational schedule or placement; or



- (2) participation in a School sponsored sport, club, or activity.

The School shall try to involve the parent or guardian of a student who was involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct in the development and implementation of an action plan. However, if, after the School attempts to involve a parent or guardian in the development and implementation of an action plan, the parent or guardian chooses to not participate in the process, the School may develop and implement an action plan without the parent or guardian's involvement.

The School shall communicate with the parent or guardian of each student involved in an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct about the implementation of the action plan. Specifically, the School shall provide regular updates on the implementation of the action plan to each such parent or guardian. The updates shall include:

- (1) the outcome of the School's investigation (if not already provided at the conclusion of the investigation);
- (2) a discussion of safety considerations for the student who is the subject of the incident; and
- (3) an explanation of the School's process for addressing the incident.

The Principal or his/her designee shall oversee the implementation of the action plan, monitor the implementation of the communication plan/requirements within the action plan, and assist the School with case-specific needs when the School is addressing an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct.

Consequences of Prohibited Behavior

If, after an investigation, a student is found to be in violation of this policy by participating in or encouraging conduct prohibited by this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code § 53G-8-205 and School policy, removal from participation in School activities, and/or discipline in accordance with regulations of the U.S. Department of Education Office for Civil Rights (OCR).

If, after an investigation, a School employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination, reassignment or other appropriate action.

School officials have the authority to discipline students for off-campus or online speech that causes or threatens a substantial disruption to School operations, including violent altercations or a significant interference with a student's educational performance and involvement in School activities.

Grievance Process for School Employees



As explained above, a School employee who has experienced abusive conduct must report the abusive conduct to the School Principal orally or in writing. If the School employee is not satisfied with the Principal or designee's investigation of the abusive conduct and/or the resulting disciplinary action (or recommended disciplinary action) against the perpetrator, the School employee may address/raise the issue in accordance with the School's Staff Grievance Policy.

Grievance Process for Parents and Guardians

A parent or guardian of a student who caused an incident of bullying, cyber-bullying, hazing, retaliation, or abusive conduct may appeal one or more of the consequences included in an action plan in accordance with the School's Parent Grievance Policy.

Additional Provisions

The Principal will ensure compliance with OCR regulations when civil rights violations are reported, as follows:

- (1) Once the School knows or reasonably should know of possible student-on-student bullying, cyber-bullying, or hazing, the School must take immediate and appropriate action to investigate.
- (2) If it is determined that the bullying, cyber-bullying, or hazing of a student did occur as a result of the student's membership in a protected class, the School shall take prompt and effective steps reasonably calculated to:
 - (a) end the bullying, cyber-bullying, or hazing;
 - (b) eliminate any hostile environment; and
 - (c) prevent its recurrence.
- (3) These duties are the School's responsibilities even if the misconduct is also covered by a separate anti-bullying policy and regardless of whether the student makes a complaint, asks the School to take action, or identifies the bullying, cyber-bullying, or hazing as a form of discrimination.

The Principal will take reasonable steps to ensure that any person subjected to prohibited conduct will be protected from further hazing, bullying, cyber-bullying, abusive conduct, and retaliation and that any student or School employee who reports such prohibited conduct will be protected from retaliation.

If the Principal believes that any person who was subjected to or who caused conduct prohibited by this policy would benefit from counseling, the Principal may refer such individuals for counseling.

If the Principal believes that it would be in the best interests of the individuals involved, the Principal may involve the parents or guardians of a student who was subjected to or a student who caused hazing, bullying, cyber-bullying, or retaliation in the process of responding to and resolving conduct prohibited by this policy.



Incidents of bullying, cyber-bullying, hazing, and retaliation will be reported in the School's student information system as required.

Student Assessment

Subject to the parental consent requirements of Utah Code § 53E-9-203, the Principal or his/her designee will solicit student assessments of the prevalence of bullying, cyber-bullying, and hazing in the School, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.

Training

The Principal will ensure that School students, employees, coaches, and volunteers receive training on bullying, cyber-bullying, hazing, retaliation, and abusive conduct from individuals qualified to provide such training. The training shall meet the standards established by the Utah State Board of Education's rules and include information on:

- (1) bullying, cyber-bullying, hazing, retaliation, and abusive conduct;
- (2) discrimination under the following federal laws:
 - (a) Title VI of the Civil Rights Act of 1964;
 - (b) Title IX of the Education Amendments of 1972;
 - (c) Section 504 of the Rehabilitation Act of 1973; and
 - (d) Title II of the Americans with Disabilities Act of 1990;
- (3) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination;
- (4) how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are prohibited based upon the students' or employees' actual or perceived characteristics, including race, color, national origin, sex, disability, religion, gender identity, sexual orientation, or other physical or mental attributes or conformance or failure to conform with stereotypes; and
- (5) the right of free speech and how it differs for students, employees, and parents or guardians.

The training will also complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53G-9-704(1), and also include information on when issues relating to R277-613 may lead to student or employee discipline.

The training shall be offered to:

- (1) new school employees, coaches, and volunteers within the first year of employment or service;
- (2) all School employees, coaches, and volunteers at least once every three years after the initial training; and



- (3) all students (regardless of whether they are involved in athletics or extracurricular activities or clubs) at a frequency determined by the Principal.

In addition to the training requirements described above, any student, employee, or volunteer coach participating in a School sponsored athletic program, both curricular and extracurricular, or extracurricular club or activity, shall, prior to participating in the athletic program or activity, participate in bullying, cyber-bullying, hazing, retaliation, and abusive conduct prevention training. This training shall be offered to new participants on an annual basis and to all participants at least once every three years. The School will inform student athletes and extracurricular club members of prohibited activities under R277-613 and potential consequences for violation of the law and the rule.

The School will maintain training participant lists or signatures and provide them to the Utah State Board of Education upon request.

Liaison to Utah State Board of Education

The Principal or his/her designee shall act as the School's liaison to the Utah State Board of Education regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation.

Distribution of Policy and Signed Acknowledgement

The Principal will inform students, parents or guardians, School employees, and volunteers that hazing, bullying, cyber-bullying, abusive conduct, and retaliation are prohibited by distributing a copy of this policy to such individuals annually. A copy of this policy will also be posted on the School's website and included in any student conduct or employee handbooks issued by the School.

On an annual basis, School employees, students who are at least eight years old, and parents or guardians of students shall sign a statement indicating that they have received this policy.



**AMENDED AND RESTATED BYLAWS
OF
QUEST ACADEMY**

**ARTICLE I
NAME, PURPOSE**

1. The name of the organization is **Quest Academy** (the “corporation”).
2. The corporation was formed to manage, operate, guide, direct and promote the corporation, a Utah Public Charter School. The corporation is organized under the Utah Nonprofit Corporation Act for public purposes and is not organized for the private gain of any person.

**ARTICLE II
MEMBERS**

The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall vest in the board.

**ARTICLE III
MEETINGS OF DIRECTORS**

1. **Annual Meeting**. The Board of Directors of the corporation (the “Board”) shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.
2. **Regular Meetings**. Regular meetings will be held as scheduled by the Board, with a published schedule and proper notice.
3. **Special Meetings**. Special meetings of the Board for any purpose(s) may be called at any time by the President, Secretary, or one-third of the members of the Board.
4. **Electronic Meetings**. In accordance with applicable state law and Board policy, any meeting of the Board may be held by telephone conference or a similar communication method as long as all Board members participating in the meeting can hear one another, and any such participation shall constitute presence in person at the meeting.
5. **Notice**. Special meetings and regular meetings of the Board may be held only after each Director has received notice of at least twenty-four (24) hours by a documentable form of communication.



ARTICLE IV
BOARD OF DIRECTORS, OFFICERS

1. **Board Role, Size, Composition**. The Board is responsible for overall policy and direction of the school and delegates responsibility for day-to-day operations to the Director/Principal and committees established by the Board. The Board shall consist of no fewer than five (5) and no more than seven (7) directors. The Board members shall receive no compensation other than reasonable expenses.
2. **Meetings**. The Board shall meet at an agreed upon time and place.
3. **Terms**. Board members shall serve four (4) year terms.
4. **Quorum**. A quorum consists of a majority of the current Board members. A quorum of Board members must be present, in person or by electronic means, at any meeting of the Board before business can be transacted or motions made or passed.
5. **Officers and Duties**. There shall be four officers of the Board consisting of a President, a Vice-President, Secretary, and Financial Coordinator. The officers shall be elected to serve a one (1) year term by a majority vote of the Board at the annual meeting of the Board. The individuals elected to these offices shall hold their respective offices until their resignation, removal or other disqualification from service, or until the expiration of their office's term. No Board member may hold more than one office at any given time. Officers' duties are as follows:
 - (a) The President shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice-President, Secretary and Financial Coordinator.
 - (b) The Vice-President will chair committees on special subjects as designated by the board.
 - (c) The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.
 - (d) The Financial Coordinator shall ensure a financial report is presented at each Board meeting. The Financial Coordinator shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.
6. **Vacancies**. Vacancies on the Board will exist (1) on the death, resignation, or dismissal of any member, or (2) when the term of a current Board member has expired.



7. **Board Elections.** In order to fill a vacancy on the Board, the Board will solicit nominations and letters of application from the school community or members of the community at large. The Board may then elect an approved applicant to fill the vacancy. Board members will be elected by the vote of a majority of the remaining members of the Board.
8. **Resignation, Termination and Absences.** Resignation from the Board must be in writing and received by the Secretary. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Board member may be removed with or without cause by the vote of two-thirds (2/3) of the remaining directors.

ARTICLE V COMMITTEES

The Board may create committees as needed to fulfill its responsibilities.

ARTICLE VI DIRECTOR AND STAFF

Director/Principal. The Director/Principal is hired by the Board. The Director/Principal has the day-to-day responsibility of managing the school, including carrying out the school's goals and Board policy. The Director/Principal will attend all Board meetings, report on the progress of the school, answer questions of Board members and carry out the duties described in the job description. The Board can designate other duties as necessary.

ARTICLE VII INDEMNIFICATION

1. **Indemnification of Directors and Corporation Agents.** The corporation hereby declares that any person who serves at its request as a Director, officer, employee, Chair, or member of any committee, or on behalf of the organization as a trustee, Director, or officer of another organization, whether for profit or not for profit, shall be deemed the corporation's agent for the purposes of this Article and to the extent allowed by law, shall be indemnified by the corporation against expenses (including attorney's fees), judgment, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative by reason of such service, provided such person acted in good faith and in a manner he reasonably believed to be in the best interest of the corporation and, with respect to any criminal action or proceedings, had no reasonable cause to believe his conduct was unlawful. Except as provided in Article VII, Section 3, below, termination of such action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in a manner which he reasonably believed to be in the best interest of the corporation or, with respect to any criminal action or proceeding, a



presumption that such person had reasonable cause to believe that his conduct was unlawful.

2. **Indemnification Against Liability to the Corporation.** No indemnification shall be made with respect to any claim, issue, or matter as to which a person covered by Article VII, Section 1 shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to the corporation unless and only to the extent that the court in which such action, suit, or proceeding was brought shall determine upon application that, despite the adjudication of the liability, but in view of all the circumstances of a case, such person is fairly and reasonably entitled to indemnification for such expenses which such court deems proper.
3. **Indemnification of Criminal Actions.** No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered in Article VII, Section 1 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt, but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses, or fines which such court shall deem proper.
4. **Period of Indemnification.** Any indemnification pursuant to this Article shall: (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to any indemnified party who has ceased to be a Director, officer, employee, or agent of the corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these Bylaws which would have the effect of limiting, qualifying, restricting any of the powers or rights of indemnification provided or permitted in this Article shall not solely by reason of such repeal or amendment, eliminate, restrict, or otherwise affect the right or power of the corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment
5. **Advances of Costs and Expenses.** The corporation may pay costs and expenses incurred by a Director, officer, employee or agent in defending a civil or criminal action, suit or proceeding, in advance of the final disposition of the action, suit or proceeding upon receipt of an undertaking by or on behalf of the person that he or she shall repay the amount advanced if it is ultimately determined that he or she is not entitled to be indemnified by the corporation as authorized by these Bylaws.
6. **Personal Liabilities of Directors and Officers.** No Director or officer of the corporation shall be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Director or officer, unless the acts or omissions are the result of his or her fraud, or malicious or willful misconduct, or the illegal use of alcohol or a controlled substance.



**ARTICLE VIII
AMENDMENTS**

These Bylaws may be amended when necessary by the vote of a two-thirds (2/3) majority of the Board.

Board Approved on the 10th day of November 2020.

QA Amended and Restated Bylaws
Board Approval Date: 11-10-20



BYLAWS
Resolution No. 02-2008

**A RESOLUTION OF THE GOVERNING BOARD OF QUEST ACADEMY, INC.
CONCERNING THE TERMS OF THE INITIAL BOARD MEMBERS AND
AMENDING THE BYLAWS AS NECESSARY**

RECITALS:

Whereas, the Charter for Quest Academy provides that the terms of the initial Board Members of Quest Academy will be staggered; and

Whereas, Section 4.3 of the Bylaws of Quest Academy provides that the duration of the term of each Director shall be staggered to promote continuity in the Board; and

Whereas, Section 4.3 of the Bylaws of Quest Academy provides that the length of "the term for Directors is four (4) years"; and

Whereas, Section 4.3 of the Bylaws of Quest Academy provides that, other than one (1) Director that is nominated and elected by the Parent Organization of Quest Academy, the remaining Directors are nominated and elected by the sitting Board; and

Whereas, Article 8 of the Bylaws of Quest Academy provides that "these Bylaws may be amended or repealed by a majority vote of the Board"; and

Whereas, the Bylaws of Quest Academy do not specifically provide for the staggering of the terms of the initial Directors in a manner that will ensure continuity in the Board; and

Whereas, the six (6) initial Board Members were all appointed in 2007, and their terms will therefore expire in 2011;

Whereas, the Board Members desire to adjust the terms of the initial Board Members in a manner that will ensure continuity in the Board going forward;

NOW THEREFORE BE IT RESOLVED BY THE GOVERNING BOARD OF QUEST ACADEMY, INC. AS FOLLOWS:

1. The term of Board Member **PENN BRADSHAW** shall be shortened by approximately three (3) years and shall terminate effective November 11, 2008.
2. The term of Board Member **MICHELE KERSEY** shall be shortened by approximately two (2) years and shall terminate on the date of the annual meeting of the Board in June 2009.



3. The term of Board Member **BRANDY BECKMAN** shall be shortened by approximately one (1) year and shall terminate on the date of the annual meeting of the Board in June 2010.
4. The term of Board Member **GABE CLARK** shall remain four (4) years and shall terminate on the date of the annual meeting of the Board in June 2011.
5. The term of Board Member **KEN BRADSHAW** shall be extended for one (1) year and shall terminate on the date of the annual meeting of the Board in June 2012.
6. The term of Board Member **BECKIE EASTMAN** shall be extended for two (2) years and shall terminate on-the date of the annual meeting of the Board in June 2013.

BE IT FURTHER RESOLVED that this Resolution shall become effective immediately upon its passage.

REPEAL OF CONFLICTING ENACTMENTS:

All acts and resolutions with respect to the changes herein enacted and adopted which have heretofore been adopted by the Governing Board, or parts thereof, which are in conflict with any of the provisions of this Resolution are, to the extent of such conflict, hereby repealed, except that this repeal shall not be construed to revive any act or resolution, or part thereof, heretofore repealed.

PRIOR RESOLUTIONS:

The body and substance of any and all prior resolutions, together with their specific provisions, where not otherwise in conflict with this Resolution, are hereby reaffirmed and readopted.

SAVINGS CLAUSE:

If any provision of this Resolution shall be held or deemed to be or shall, in fact, be invalid, inoperative or unenforceable for any reason, such reason shall not have the effect of rendering any other provision or provisions hereof invalid, inoperative or unenforceable to any extent whatever, this Resolution and the provisions of this Resolution being deemed to be the separate independent and severable act of the Governing Board of Quest Academy.

QA Bylaws Resolution 02-2008
Board Approval Date: 8-12-08



Quest Academy Capitalization & Expense Policy



The purpose of this policy is to allow for accounting to depreciate rather than expense qualified inventory items.

- Items / purchases which total over \$5,000.00, and which have a useful life of more than 3 years, shall be depreciated rather than expensed. The period of time items will be depreciated will be based on GAAP (Generally Accepted Accounting Principles). All items with a purchase value less than \$5,000.00 will be expensed.

QA Capitalization and Expense Policy
REVISION B
Board Approval Date: 3-14-23





Quest Academy Cash Handling Policy

Quest Academy (the “School”) adopts this policy to ensure that the School utilizes sound internal controls and properly handles cash received by School personnel.

The Principal will designate at least two (2) School employees who are authorized to handle cash paid to the School, and only those employees may handle cash for the School. The Principal will ensure that all employees who are authorized to handle cash receive appropriate annual training.

All cash received by the School must be properly documented.

All cash received must be deposited no later than once every three (3) banking days. Two individuals should prepare each deposit using tamper resistant deposit bags.

The Principal may establish additional procedures associated with the handling of cash that are not inconsistent with this policy or applicable laws and regulations.

No School employee should handle cash associated with a non-school-sponsored activity in their capacity as a School employee. In the event such an individual does handle such cash, they must make it clear to the organization sponsoring the activity that they are not acting as a School employee.

QA Cash Handling Policy
REVISION A
Board Approval Date: 9-12-17



Quest Academy Catastrophic Leave



Employee Agreement

If *Benefited Employee* is employed by Quest Academy through [End Date], the *Benefited Employee* may cash out unused unrestricted PTO at \$XX.XX per day. However, unused PTO (restricted and unrestricted) will not be paid out if the *Benefited Employee* employment is terminated (whether voluntary or involuntary), regardless of the reason for termination. If the *Benefited Employee* is employed with the School for the following year, the *Benefited Employee* may carry over to the following academic work year up to five (5) days of unused unrestricted PTO (not to exceed 15 days of unrestricted PTO in any one calendar year). In addition, if the *Benefited Employee* has been employed at the School for at least one full academic year, *Benefited Employee* may transfer unused days of PTO to a restricted PTO account that may not exceed thirty (30) total days at any time. If *Benefited Employee* has used all unrestricted PTO, *Benefited Employee* may use restricted PTO for any situation that would otherwise qualify the employee for leave under the Family and Medical Leave Act, even if Quest Academy is not a covered employer under the Family and Medical Leave Act.

Ken Bradshaw – QA Board President

Date



Quest Academy
Child Abuse & Neglect Reporting Policy
Approved: August 13, 2019
Amended: 09.23.2025



PURPOSE

Quest Academy (the “School”) takes seriously the legal responsibility of its personnel to protect the physical and psychological well-being of its students. We believe that the School’s personnel have an important role to play in the elimination of child abuse because they are in a unique position to observe children over extended periods of time on a daily basis.

POLICY

School personnel shall report suspected child abuse and neglect in accordance with Utah Code § 80-2-602, § 53E-6-701, and Utah Administrative Code Rule R277-401. The law provides serious penalties for failure to fulfill one’s duty to report.

Whenever any School employee, contracted or temporary employee, or volunteer has reason to believe that a child is, or has been, the subject of abuse or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, shall immediately report the suspected abuse or neglect to the nearest peace officer, law enforcement agency, or the Division of Child and Family Services (“DCFS”).

In addition, whenever any School employee, contracted or temporary employee, or volunteer has reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, he/she shall immediately report that belief and all other relevant information to the Principal. The Principal, after having received such a report or otherwise having his/her own reasonable cause to believe that a student may have been physically or sexually abused by a School employee or volunteer, shall immediately report that information to the Utah State Board of Education.

All reports made regarding child abuse or neglect shall be documented in writing.

The Principal shall establish administrative procedures that comply with the provisions of Utah Code § 53E-6-701, Utah Code § 80-2-692 et seq., and Utah Administrative Code Rule R277-401 and will help the School’s personnel to understand and fulfill their legal responsibilities concerning child abuse and neglect.

Administrative Procedures



Child Abuse and Neglect Reporting Procedures

1. If a School employee or volunteer *has reason to believe* that a child is, or has been, the subject of abuse or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, the person shall immediately make an oral report to the nearest peace officer, law enforcement agency or Division of Child and Family Services (“DCFS”). The person shall also make a report to the School’s Principal, but the requirement to notify the Principal does not satisfy the person’s personal duty to report to law enforcement or DCFS.
 - a. a. The oral report to law enforcement or DCFS may be made with the Principal present, but must be made by the person making the report must be present.
 - b. The reporting person must record the name of the individual and the agency contacted to make the required report.
 - c. The reporting person must complete and provide the Child Abuse and Neglect Reporting Form to the Principal within twenty-four (24) hours. The Principal will keep the form in a separate file, and it shall not be placed in the student’s permanent file. The form should also be sent to the agency to which the oral report was given.
 - d. The School will preserve the anonymity of the person making the report and any others involved in any investigation.
2. To determine whether or not there is *reason to believe* that abuse or neglect has occurred, school employees may (but are not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists.
 - a. Investigations by staff prior to submitting a report shall not go beyond what is minimally necessary to support a reasonable belief that a reportable problem exists.
 - b. It is not the responsibility of the Principal or any other school employees to prove who the abuser is or that the child has been abused or neglected, or to determine whether the child is in need of protection.
 - c. School employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.
 - d. School employees shall not conduct interviews with the child or contact the suspected abuser.
 - e. Notes of voluntary or spontaneous statements by the child shall be given to the investigational agency.
3. Investigations of reports of abuse for children seventeen (17) years of age and younger are the responsibility of DCFS.



- a. School employees shall not contact the child’s parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.
 - b. School personnel shall cooperate with DCFS and share all information with DCFS that is relevant to DCFS’s investigation of an allegation of abuse or neglect. Additionally, School employees shall cooperate with DCFS and law enforcement employees authorized to investigate reports of alleged child abuse and neglect, including:
 - a. allowing appropriate access to students;
 - b. allowing authorized agency employees to interview children consistent with DCFS and local law enforcement protocols;
 - c. making no contact with the parents or legal guardians of children being questioned by DCFS or law enforcement authorities; and
 - d. maintaining appropriate confidentiality.
 - c. If school officials are contacted by parents about child abuse reports, school personnel shall not confirm or deny that a contact or investigation is taking place. A school employee should refer the caller to law enforcement or DCFS.
4. If the suspected perpetrator of child abuse or neglect is a School employee or volunteer, that report shall be made immediately to the Principal. The Principal shall immediately report the allegation to the Utah State Board of Education. Steps shall be taken to ensure that further abuse or neglect is prevented by the suspected perpetrator.
 5. Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune from any civil or criminal liability that otherwise might arise from those actions, as provided by law.
 6. The Principal shall annually (a) provide each School employee with the School’s Child Abuse and Neglect Reporting Policy and Procedures, including a copy of the Child Abuse and Neglect Reporting Form and (b) notify each School employee of the mandatory reporting requirements of this Policy and Procedure and Utah Code § 53E-6-701 and § 80-2-602.
 7. The School, under the direction of the Principal, will provide School personnel once every three years with training and instruction on child sexual abuse and human trafficking prevention and awareness, including responding to a disclosure of child sexual abuse in a supportive, appropriate manner; (b) identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation; (c) the mandatory reporting requirements of this Policy, Utah Code § 53E-6-701 and § 80-2-602; and (d) appropriate responses to incidents of sexual extortion, including connecting victims with support services. Newly hired staff will be provided with the same training and the written policy at the beginning of their employment.
 8. The School, under the direction of the Principal, will provide the parents or guardians of elementary school students with training and instruction once every three years on child sexual abuse and human trafficking prevention and awareness, including (a) recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk



of becoming a victim of human trafficking or commercial sexual exploitation; (b) effective, age-appropriate methods for discussing the topic of child sexual abuse with a child; and (c) resources available for victims of sexual extortion.

9. The training and distribution of materials will be documented.
10. Educational neglect means that, after receiving a notice of compulsory education violation under Utah Code Section 53G-6-202, the parent or guardian fails to make a good faith effort to ensure that the child receives an appropriate education.
 - a. When School personnel have reason to believe that a child may be subject to educational neglect, school personnel shall submit the report described in Utah Code Subsection 53G-6-202(8) to DCFS.
 - b. When School personnel have a reason to believe that a child is subject to both educational neglect and another form of neglect or abuse, School personnel may not wait to report the other form of neglect or abuse pending preparation of a report regarding educational neglect.

References

Utah Code Ann. §§ 53E-6-701; 80-2-602, et seq.
Utah Administrative Rules R277-401





Quest Academy
**Certification of Annual Child Abuse &
Neglect Reporting Training**

I received training on the Quest Academy Child Abuse and Neglect Reporting Policy and applicable state law and received a copy of the Child Abuse and Neglect Reporting Policy and reporting form on _____, 20__.

Employee Signature

Employee Name

Administration Signature



Quest Academy Civil Rights Policy



Policy Against Discrimination, Harassment and Sexual Harassment

It is policy of Quest Academy (the “School”) not to discriminate on the basis of sex, race, color, national origin, creed, religion, age, marital status, or disability in its educational programs, activities, or employment policies as required by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. The policy against non-discrimination applies in all aspects of the School’s programs and activities, including but not limited to admissions and the administration of discipline.

It shall be a violation of this policy for any student or employee of the School to harass a student or an employee through conduct or communication in any form as defined by this policy or to retaliate against any individual for filing, receiving, investigating, or providing information concerning any complaint alleging violation of a federal civil rights law under this policy.

This policy will be posted on the School’s website and distributed as part of the annual online registration process.

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Acts of 1964 is a federal law that prohibits discrimination on the basis of race, color, or national origin. In compliance with Title VI, the School prohibits all discriminatory practices, including but not limited to:

1. Preventing a person from enrolling in a school, class, or extracurricular school activity based on race, color, or national origin.
2. Arbitrarily placing a student in a school or class intending to separate the student from the general population of students because of the student's race, color, or national origin.
3. Setting higher standards or requirements as a prerequisite before allowing minorities to enroll in a school, class, or activity.
4. Unequally applying disciplinary action based on a student's race, color, or national origin.
5. Failing to provide necessary language assistance to allow limited English proficient students the same opportunity to learn as English proficient students.
6. Administering tests or other evaluative measures, which by design or by grading do not allow minority students the same opportunity to present a true measure of their abilities.



7. Providing advice or guidance to a minority student intending to direct minority students away from schools, classes, or educational activities based on their race, color, or national origin.
8. Providing instructional and related services to minority students that are inferior to those provided to non-minority students.

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 is a federal law that prohibits discrimination on the basis of sex in providing educational programs and services.

It is policy of the School not to discriminate against any student, employee, or applicant on the basis of sex. The School will ensure that no student will be excluded from participating in, or having access to, any course offerings, student athletics or activities, or other school resources based on unlawful discrimination. The School will take necessary steps to ensure that each employee's work environment is free of unlawful discrimination based on sex. No employee of the School, including any person representing the School, shall intimidate, threaten, harass, coerce, discriminate against, or commit or seek reprisal against anyone who participates in any aspect of the discrimination complaint process associated with this policy.

The School Principal will designate a Title IX Coordinator and provide notice of the name and contact information on the School's website and otherwise as appropriate.

Response to Sexual Harassment

The School will respond promptly in a manner that is not deliberately indifferent to any actual knowledge of sexual harassment in its educational program.

Therefore, in the event of any actual knowledge of sexual harassment, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

The School will thereafter treat complainants and respondents equitably by offering supportive measures to a complainant and by following the grievance process defined below for formal complaints of sexual harassment.

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the School's Title IX Coordinator or any official of the School who has authority to institute corrective measures on behalf of the School, or to any employee of the School. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the School with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student



about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the School. “Notice” as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- (a) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct;
- (b) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Schools education program; or
- (c) “Sexual assault” as defined by 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

“Supportive measures” are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. The School will make supportive measures available to complainants and respondents, as appropriate, which may include measures such as:

- No-contact orders
- Leaves of absence
- Class schedule changes, teacher reassignment, or other academic adjustments
- Increased monitoring of certain areas

Personnel: Training Requirements

No individual designated by the School as a Title IX Coordinator, investigator, decision-maker, or the facilitator of an informal resolution process will have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The School will ensure that any individual designated by the School as a Title IX Coordinator, investigator, decision-maker, or the facilitator of an informal resolution process will receive training on the applicable definition of sexual harassment; the scope of the School’s educational program and activities; how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The School will ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.



Any materials used to train a Title IX Coordinator, investigator, decision-maker, or the facilitator of an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Grievance Process Time Frames

The School will promptly carry out the grievance process for formal complaints of sexual harassment. Unless reasonable cause exists, the School will conclude the grievance process of a formal complaint of sexual harassment within forty-five (45) calendar days of receipt of a formal complaint. Informal resolution processes will be concluded within forty-five (45) calendar days of when the School obtains the parties' voluntary, written consent to the informal resolution process.

The grievance process for formal complaints of sexual harassment may be temporarily delayed, and time frames may be extended by the School for good cause with written notice to the complainant and the respondent that describes the reasons for the delay or extension. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Notice of Formal Complaints of Sexual Harassment

Upon receipt of a formal complaint of sexual harassment, the School will provide the following written notice to the parties who are known:

- (a) Notice of the School's grievance process for formal complaints, including any informal resolution process;
- (b) Notice of allegations of sexual harassment potentially constituting sexual harassment as defined in 34 C.F.R. § 106.30, including sufficient details known at the time and with sufficient time for the respondent to prepare a response before any initial review. Sufficient details include the identities of the parties involved in the incident, if known; the conduct allegedly constituting sexual harassment under 34 C.F.R. § 106.30; and the date and location of the alleged incident, if known.

The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.

The written notice will inform the parties that they are prohibited from knowingly making false statements or knowingly submitting false information during the grievance process.



If, during the course of an investigation, the School decides to investigate allegations about the complainant or respondent that are not included in the notice provided above, the School will provide notice of the additional allegations to the parties whose identities are known.

Grievance Process for Formal Complaints of Sexual Harassment

A “formal complaint” means a document, including an electronic submission, filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the recipient investigate the allegation of sexual harassment. Formal complaints should be filed with the Title IX Coordinator.

In response to a formal complaint of sexual harassment, the School will follow the grievance process set forth below and in accordance with 34 C.F.R. § 106.45. The grievance process for formal complaints will treat complainants and respondents equitably. Before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent in connection with a formal complaint, the School will follow this policy and applicable legal requirements.

The grievance process for formal complaints will provide remedies to a complainant where a determination of responsibility has been made against the respondent. Such remedies may include the same individualized services included in the supportive measures. However, such remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

The grievance process for formal complaints will involve an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determinations may not be based on a person’s status as a complainant, respondent, or witness.

The grievance process for formal complaints will be conducted with a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Following a determination of responsibility for sexual harassment, the School will take prompt remedial action, including appropriate disciplinary actions. These actions may include, for a respondent who is a student, disciplinary actions in accordance with the School’s Student Conduct and Discipline Policy, which may include suspension or expulsion. These actions may include, for a respondent who is an employee, discipline up to and including termination.

The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard. This standard will be applied to all formal complaints of sexual harassment, including formal complaints against both students and employees.

The grievance process for formal complaints will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.



The School will investigate the allegations in a formal complaint of sexual harassment. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in 34 C.F.R. § 106.30 even if proved, did not occur in the School's educational program, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX. Such a dismissal does not preclude action under another provision of the School's policies.

The School may also dismiss a formal complaint of sexual harassment, or any allegations in the complaint, if at any time during the investigation (a) a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; (b) the respondent is no longer enrolled or employed by the School; or (c) specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint of sexual harassment as provided above, the School will promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties.

The School may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

When investigating a formal complaint of sexual harassment and throughout the grievance process, the School will do the following:

- (a) Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School and not on the parties provided that the School cannot access, consider, disclose, or otherwise use medical and psychological records of the party without the party's consent, as provided in 34 C.F.R. § 106.45(b)(5)(i);
- (b) Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- (c) Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- (d) Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- (e) Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;



(f) Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the School will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least ten (10) days to submit a written response, which the investigator will consider prior to completion of the investigative report. The School will make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and

(g) Create an investigative report that fairly summarizes relevant evidence and, at least ten (10) days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

The School will not conduct a hearing on formal complaints of sexual harassment. After the School has sent the investigative report as provided above and before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers provided, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility. To reach this determination, the School must apply the standard of evidence described above. The written determination must include the following:

(a) Identification of the allegations potentially constituting sexual harassment as defined in 34 C.F.R. § 106.30;

(b) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

(c) Findings of fact supporting the determination;



- (d) Conclusions regarding the application of the School's policies to the facts;
- (e) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's education program will be provided by the School to the complainant; and
- (f) The School's procedures and permissible bases for the complainant and respondent to appeal.

The School will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of an appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator (and the School Principal, if the Title IX Coordinator is not the School Principal) is responsible for effective implementation of any remedies.

Nothing in this Policy precludes the School from removing a respondent from the School's education program or activity on an emergency basis, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Nothing in this this Policy precludes the School from placing a non-student employee respondent on administrative leave during the pendency of a grievance process under this Policy. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Appeals

The School will offer both parties an appeal from a determination regarding responsibility, and from the School's dismissal of a formal complaint of any allegations therein, on the following bases: (a) Procedural irregularity that affected the outcome of the matter; (b) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and (c) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Appeals must be submitted to the Title IX Coordinator in writing within ten (10) business days of receipt of the written determination regarding responsibility.



As to all appeals, the School will (a) Notify the other party in writing within five (5) business days when an appeal is filed and implement appeal procedures equally for both parties; (b) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator; (c) Ensure that the decision-maker(s) for the appeal complies with the standards for decision-makers set forth above and in 34 C.F.R. § 106.45(b)(1)(iii); (d) Give both parties a reasonable, equal opportunity to submit, within ten (10) business days, a written statement in support of, or challenging, the outcome; (e) Issue, within ten (10) business days of receipt of both parties' written statements, a written decision describing the result of the appeal and the rationale for the result; and (f) Provide the written decision simultaneously to both parties.

Informal Resolution

The School will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment as provided above. Similarly, the School will not require parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed.

However, at any time prior to reaching a determination regarding responsibility the School may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the School:

- (i) Provides to the parties a written notice disclosing: the allegations; the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- (ii) Obtains the parties' voluntary, written consent to the informal resolution process; and
- (iii) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Recordkeeping

The School will maintain for a period of seven years records of:

- (a) Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the School's education program;
- (b) Any appeal and the result therefrom;



- (c) Any informal resolution and the result therefrom; and
- (d) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School will make these training materials publicly available on its website.

For each response to sexual harassment required above and under 34 C.F.R. § 106.44, the School will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program. If the School does not provide a complainant with supportive measures, then the School will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the School in the future from providing additional explanations or detailing additional measures taken.

Retaliation

The School and its personnel will not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing. Intimidation, threats, coercion, or discrimination, including charges against an individual for policy violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, constitutes retaliation. The School will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the School's grievance procedures for sex discrimination.

The exercise of rights protected under the First Amendment does not constitute prohibited retaliation.

Charging an individual with a policy violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute prohibited retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.



Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973

Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 are federal laws that prohibit discrimination on the basis of disability. The School does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Because of the affirmative obligation under Section 504 to provide a free public education and to avoid harassment and discrimination based on disability, the School principal may establish additional procedures regarding issues related to compliance with Section 504.

Other Complaint Procedures

Any person who believes he or she has been the victim of discrimination or harassment by another student or an employee of the School, or any third person knowing of conduct that may constitute discrimination or harassment should immediately report the alleged acts to the School principal. Notice of sexual harassment should be given to the Title IX Coordinator designated by the School principal.

If the complaint is against the School principal, the complaint should be submitted to the president of the School's Board of Directors.

The School will investigate all complaints of discrimination or harassment under federal civil rights laws and will take action to stop any harassment or discrimination discovered.

The Principal will establish a process for handling complaints alleging harassment or discrimination under federal civil rights laws that complies with applicable legal requirements.

Any complaints related to the School's lunch program will be reported to the Utah State Office of Education, Child Nutrition Programs.

Compliance Officer

The School Principal is designated the compliance officer for all federal civil rights matters under any of the foregoing federal laws and shall coordinate the School's efforts to comply with federal civil rights laws. Questions concerning this policy should be directed to the School's Principal.

QA Civil Rights Policy
REVISION A
Board Approval Date: 8-11-20



Quest Academy Conflict of Interest Policy



PURPOSE

Quest Academy (the “School”) understands the importance of fairness and openness in the School’s business and employment transactions. The purpose of this policy is to protect the School and ensure fair and open dealings in connection with any transaction or arrangement that could benefit the private interest of an officer or director of the School and when a family member of a Board member is considered for employment at the School.

POLICY

Board Member Conflict of Interest

Board Member Compensation

A Board member shall not furnish to the School directly and for compensation any labor, equipment, or supplies. Compensation includes direct or indirect remuneration as well as gifts or favors that are not insubstantial.

A Board member shall not have any direct or indirect financial interest in a contract or other arrangement with the School. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: (i) an ownership or investment interest in any entity with which the School has a transaction or arrangement; (ii) a compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or; (iii) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

Duty to Disclose and Determination

In connection with any actual or potential conflict of interest, an interested person must disclose to the Board of Directors the existence of a compensation arrangement or financial interest in any contract or other arrangement with the School. An “interested person” is any director who has a direct or indirect financial interest in a contract or other arrangement with the School.

After disclosure of the financial interest to the Board of Directors and discussion of all material facts, the interested person shall leave the meeting while the Board of Directors discusses the situation and determines whether a conflict of interest exists. The interested person must abstain from voting on the issue.

The meeting minutes shall contain the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or potential conflict of interest, the nature of the financial interest, the names of all directors present at the meeting, and a record of any action taken by the Board.



Employment of Relatives

Neither Board members nor any relative of a Board member may be an employee of the School.

A relative of a current Board member may not serve on the Board.

Volunteer activities of a Board member or a Board member's relative are not prohibited by this policy but may be prescribed by policies developed and approved by the Board.

For purposes of this policy, a "relative" is defined as:

- Spouse
- Parent or grandparent or spouse or anyone who took the place of a parent or grandparent, including step-parents and step-grandparents
- Child or child's spouse, including step-children and current foster children
- Grandchild or grandchild's spouse, including step grandchildren
- Sibling or sibling's spouse, including step and half-siblings
- Aunt or uncle or their spouse
- Niece or nephew or their spouse
- First cousin or their spouse
- Brother-in-law, sister-in-law, son-in-law, or daughter-in-law or their spouse

QA Conflict of Interest Policy
REVISION A
Board Approval Date: 11-13-18



Quest Academy Concussion & Head Injury Policy



POLICY

The purpose of this policy is to protect the safety and health of Quest Academy (the “School”) students. The School recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The School acknowledges that the risk of serious injuries is significant when a concussion or head injury is not properly evaluated and managed, especially when the individual continues to participate in physical activities after the injury.

Accordingly, the School will comply with the provisions of Utah Code § 26-53-101 through -301 and R277-614 regarding the protection of athletes with head injuries. In order to protect the health and safety of its students, the School directs the Principal to establish administrative procedures consistent with this policy and applicable law.

QA Concussion & Head Injury Policy
Board Approval Date: 9-13-11





QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Concussion & Head Injury *Administrative Procedures*

These procedures are established pursuant to the Concussion and Head Injury Policy established by the School's Board of Directors.

A concussion is a type of traumatic brain injury that interferes with normal function of the brain. It occurs when the brain is rocked back and forth or twisted inside the skull as a result of a blow to the head or body. What may appear to be only a mild jolt or blow to the head or body can result in a concussion. A concussion can occur even if a player or student in an activity is not knocked out or loses consciousness.

The School will ensure that each agent of the School is familiar with, and has a copy of, the Concussion and Head Injury Policy and these Procedures. Before permitting a child to participate in a sporting event of the School, the School will:

- (a) provide a written copy of the Concussion and Head Injury Policy and these Procedures to a parent or legal guardian of a child; and
- (b) obtain the signature of a parent or legal guardian of the child, acknowledging that the parent or legal guardian has read, understands, and agrees to abide by, the Concussion and Head Injury Policy and these Procedures.

The following definitions apply to these Procedures:

- (1) "Agent" means a coach, teacher, employee, representative, or volunteer.
- (2) "Qualified health care provider" means a health care provider who:
 - (a) is licensed under Title 58, Occupations and Professions; and
 - (b) may evaluate and manage a concussion within the health care provider's scope of practice.
- (3) "Sporting event" means any of the following athletic activities that is organized, operated, managed, or sponsored by the School:
 - (a) a game;
 - (b) a practice;
 - (c) a sports camp;
 - (d) a physical education class;
 - (e) a competition; or
 - (f) a tryout.
- (4) "Traumatic head injury" means an injury to the head arising from blunt trauma, an acceleration force, or a deceleration force, with one of the following observed or self-reported conditions attributable to the injury:



- (a) transient confusion, disorientation, or impaired consciousness;
- (b) dysfunction of memory;
- (c) loss of consciousness; or
- (d) signs of other neurological or neuropsychological dysfunction, including:
 - (i) seizures;
 - (ii) irritability;
 - (iii) lethargy;
 - (iv) vomiting;
 - (v) headache;
 - (vi) dizziness; or
 - (vii) fatigue.

The following signs and symptoms following a witnessed or suspected blow to the head or body are indicative of probable concussion:

Signs (observed by others):

- Student appears dazed or stunned
- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Moves clumsily (altered coordination)
- Balance problems
- Personality change
- Responds slowly to questions
- Forgets events prior to hit
- Forgets events after the hit
- Loss of consciousness (any duration)

Symptoms (reported by student):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision, blurry vision
- Sensitive to light or noise
- Feels sluggish
- Feels “foggy”
- Problems concentrating
- Problems remembering

The School will (a) immediately remove a child from participating in a sporting event of the School if the child exhibits signs, symptoms, or behaviors consistent with a concussion or is otherwise suspected of sustaining a concussion or a traumatic head injury; and (b) prohibit the child from participating in a sporting event of the School until the child:



(i) is evaluated by a qualified health care provider who is trained in the evaluation and management of a concussion; and

(ii) provides the School with a written statement from the qualified health care provider described in Subsection (1)(b)(i) stating that:

(A) the qualified health care provider has, within three years before the day on which the written statement is made, successfully completed a continuing education course in the evaluation and management of a concussion; and

(B) the child is cleared to resume participation in the sporting event of the School.

The school will follow any return-to-play guidelines established by the student's qualified health care provider.

Emergency Procedures

The following situations constitute a medical emergency and require notification of emergency medical personnel:

- (1) Any student with a witnessed loss of consciousness (LOC) of any duration should be spine boarded and transported immediately to nearest emergency department via emergency vehicle.
- (2) Any student who has symptoms of a concussion, and who is not stable (i.e., condition is worsening), should be transported immediately to the nearest emergency department via emergency vehicle.
- (3) A student who exhibits any of the following symptoms should be transported immediately to the nearest emergency department, via emergency vehicle:
 - a. Deterioration of neurological function
 - b. Decreasing level of consciousness
 - c. Decrease or irregularity in respirations
 - d. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - e. Mental status changes: lethargy, difficulty maintaining arousal, confusion or agitation
 - f. Seizure activity

A student who is symptomatic but stable may be transported by his or her parents. The parents should be advised to contact the student's primary care provider or seek care at the nearest emergency department on the day of the injury.

Guidelines and Procedures for Coaches and Teachers Supervising Contests and Games

Recognize concussion

1. All agents of the school should become familiar with the signs and symptoms of concussion that are described above.
2. Agents of the school shall have appropriate training about recognizing and responding to traumatic head injuries, consistent with the employees' responsibilities for supervising students and athletes.



Remove from activity

Any student who exhibits signs, symptoms, or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the sporting event and shall not return to play until cleared by an appropriate health care professional.

Refer the athlete/student for medical evaluation

1. The school's agent is responsible for notifying the student's parent(s) of the injury.
 - a. Contact the parent(s) to inform a parent of the injury. Depending on the injury, either an emergency vehicle will transport or parent(s) will pick the student up at the event for transport.
 - b. A medical evaluation is required before returning to play.
2. In the event that a student's parent(s) cannot be reached, and the student is able to be sent home (rather than directly to a doctor):
 - a. The school's agent should ensure that the student will be with a responsible individual who is capable of monitoring the student and understanding the home care instructions before allowing the student to go home.
 - b. The school's agent should continue efforts to reach a parent.
 - c. If there is any question about the status of the student, or if the student cannot be monitored appropriately, the student should be referred to an Emergency Department for evaluation. An school's agent should accompany the student and remain with the student until a parent arrives.
 - c. The school's agent shall provide for supervision of other students for whom he or she is responsible when accompanying the injured student.





**Quest Academy
Concussion & Head Injury Policy
Acknowledgement**

I acknowledge that I have read, understand, and agree to abide by, the Concussion and Head Injury Policy and Procedures.

Name of Student: _____

Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____

Date: _____



Quest Academy Course Substitution Policy



POLICY

Quest Academy (the “School”) offers classes satisfying the Grade 7-8 General Core Requirements specified in R277-700-5(3). In accordance with R277-700-5(7), the School may, upon request and with parental consent, substitute a course requirement with a course, extracurricular activity, or experience that is either (a) similar to the course requirement or (b) consistent with the student’s plan for college and career readiness.

Course substitution requests and parental consent must be provided to the Principal in writing and must (a) identify the course requirement seeking to be substituted; (b) identify and describe the desired course, extracurricular activity, or experience to be substituted for the course requirement; (c) explain how the desired course, activity or experience is similar to the course requirement and/or consistent with the student’s plan for college and career readiness; and (d) explain why it is in the student’s best interest to substitute the desired course, activity, or experience for the course requirement.

The Principal will decide whether to grant course substitution requests based on the Principal’s determination of what is in the student’s best interest and other relevant factors related to the specific request.

Appeal Process

A parent who is dissatisfied with the Principal’s decision regarding a course substitution request may appeal that decision to the Board President in writing within ten (10) days of the decision. The written appeal should provide all relevant information regarding the request and the Principal’s decision.

The Board President or another Board member designated by the Board President will review the appeal and the Principal’s response and determine whether the course substitution request should be granted. The Board President or their designee will notify the parent of the decision on the appeal in writing within ten (10) days of receiving the appeal. This decision will be final.

QA Course Substitution Policy
Board Approval Date: 1-08-19



Quest Academy Credit Evaluation Policy



PURPOSE

The purpose of this policy is to ensure equity and fairness to all students when evaluating credit earned at institutions other than Quest Academy (the “School”) and to be in compliance with Utah State Rule R277-705-3.

POLICY

1. Pursuant with Utah Code § 53A-13-108.5, the School shall accept student credit and grades at face value from public and non-public schools accredited by Northwest Accreditation Commission (“NAC”), by regional or third party accrediting associations recognized by NAC or by the Utah State Office of Education.
2. Requests for acceptance of credit from a school that is not accredited will be referred to the Credit Evaluation Committee for credit determination. The School’s Credit Evaluation Committee findings will be based on the following forms of evidence:
 - a. Course title and description
 - b. List of instructional materials used
 - c. Student achievement (progress)
 - i. Formative evaluations (sample)
 - ii. Summative evaluations (sample)
 - d. Correlation of course objectives with the Utah State Core Curriculum standards and objectives
 - e. Course length and student attendance
 - i. Number of days the class met
 - ii. Normal class length
 - iii. Number of classes attended by the student
 - f. Grading criteria used
 - g. Teacher name, qualifications, certifications, endorsements, etc.
 - h. Course requirements for credit (representative sample of student work)
 - i. Copy of student records
 - j. In addition to the forms of evidence listed above, students seeking credit may be required to demonstrate competency through end-of-level testing approved by the School in areas where competency tests are available.
3. The School will have the final decision-making authority for the awarding of credit and grades from non-accredited sources consistent with state law and due process.
4. Costs associated with the determination of credit, including competency level testing, will be borne by the parent/guardian of the student requesting credit consideration.



5. Students released for home instruction do not earn School credits. If students re-enter the School, requests for credit for home instruction studies will be evaluated under the provisions of this policy.

QA Credit Evaluation Policy
Board Approval Date: 1-08-13





DATA CONFIDENTIALITY ADDENDUM

This Data Confidentiality Addendum (the “Addendum”) is entered into this _____ day of _____, 2017, between QUEST ACADEMY a Utah nonprofit corporation (“School”), and _____ (“Contractor”).

RECITALS

- A. School and Contractor are parties to a contract (the “Contract”) regarding products and/or services to be provided and/or licensed by Contractor to School (the “Contractor Services”).
- B. Utah Code § 53A-1-1410 establishes requirements for contracts between educational entities such as School and third-party contractors such as Contractor.
- C. The parties are entering into this Addendum, in order to ensure that the agreement between the parties complies with Section 53A-1-1410.

AGREEMENT

Now, therefore, in consideration of the foregoing and the mutual covenants and promises of the parties hereto, the parties agree as follows:

1. Except as provided in Utah Code § 53A-1-1410(4), Contractor will not use any personally identifiable student data received from School for any purpose other than to provide the Contractor Services to School.
 - a. “Personally, identifiable student data” means student data that identifies or is used by the holder to identify a student and includes:
 - i. a student’s first and last name;
 - ii. the first and last name of a student’s family member;
 - iii. a student’s or a student’s family’s home or physical address;
 - iv. a student’s email address or other online contact information;
 - v. a student’s telephone number;
 - vi. a student’s social security number;
 - vii. a student’s biometric identifier;



- viii. a student’s health or disability data;
 - ix. a student’s education entity student identification number;
 - x. a student’s social media user name and password or alias;
 - xi. if associated with personally identifiable student data, the student’s persistent identifier, including:
 - 1. a customer number held in a cookie; or
 - 2. a processor serial number;
 - xii. a combination of a student’s last name or photograph with other information that together permits a person to contact the student online;
 - xiii. information about a student or a student’s family that a person collects online and combines with other personally identifiable student data to identify the student; and
 - xiv. other information that is linked to a specific student that would allow a reasonable person in the school community, who does not have first-hand knowledge of the student, to identify the student with reasonable certainty.
2. Contractor will collect, use, store, and share personally identifiable student data only in accordance with the Contract, this Addendum, Utah Code § 53A-1-1410, as it may be amended, and any administrative rules adopted by the Utah State Board of Education. The parties acknowledge and agree that the terms of Utah Code § 53A-1-1410, as it may be amended, and any administrative rules adopted by the Utah State Board of Education implementing Utah Code § 53A-1-1410 govern the relationship between the parties.
 3. Contractor may only share personally identifiable student data with employees and independent contractors of Contractor who have a legitimate need to such data in order to enable Contractor to provide the Contractor Services to School. School may request that Contractor notify School of independent contractors with whom Contractor shares such data and the purpose for which such data is shared and to verify to School that such independent contractors are bound by confidentiality agreements similar in scope to this Addendum.
 4. At the request of School, Contractor will allow School or its designee to audit Contractor in order to verify compliance with the terms of the Addendum that relate to the confidentiality and protection of personally identifiable student data. This



right to conduct an audit is subject to Contractor's confidentiality obligations to other customers and third parties.

5. During the term of the Contract, Contractor will delete personally identifiable student data at the request and direction of School.
6. At the completion of the parties' agreement, if the Contract has not been renewed, Contractor shall return or delete upon the School's request all personally identifiable student data of the School in Contractor's possession and provide to the School written verification of the return or deletion of such data, including deletion from Contractor's back-up system.
7. The Contractor covenants and agrees that it shall defend School from and against any and all third-party claims related to the unauthorized disclosure of Personally Identifiable Student Data by Contractor or its employees, agents, officers and directors, and indemnify School against any final judgements entered by a court of competent jurisdiction, and associated legal fees.
8. In the event of any conflict between the Addendum and the Contract, the terms of this Addendum shall govern.

The parties have executed this Addendum as of the date first set forth above.

QUEST ACADEMY, a Utah non-profit corporation

David Bullock
Principal

Contractor:

Name: _____
Title: _____





Administrative Data Governance Plan

1. PURPOSE

Quest Academy (the “School”) takes seriously its moral and legal responsibility to protect student data privacy and ensure student data security. The School is required by Utah’s Student Data Protection Act and the School’s Student Data Privacy and Security Policy to establish a Data Governance Plan. This administrative Data Governance Plan encompasses the full life cycle of the School’s student data, from acquisition, to use, to disposal.

2. SCOPE AND APPLICABILITY

This Plan is applicable to all employees, volunteers, and third-party contractors of the School. The School will use this Plan, along with all policies and procedures of the School concerning student data privacy and security, to manage and address student data issues, assess agreements that permit disclosure of student data to third parties, assess the risk of conducting business with such third parties, and help ensure that the School makes only authorized disclosures of personally identifiable student data to third parties.

This Plan contains the School’s data governance procedures and processes related to the following:

1. Roles and Responsibilities;
2. Data Collection;
3. Data Use;
4. Data Storage;
5. Data Sharing;
6. Record Retention and Expungement;
7. Data Breach;
8. Data Transparency;
9. Data Privacy and Security Auditing; and
10. Data Privacy and Security Training.



This Plan refers to and works in conjunction with the School’s Student Data Privacy and Security Policy, Family Educational Rights and Privacy Policy and Administrative Procedures (“FERPA Policy” and “FERPA Administrative Procedures”), Metadata Dictionary, and Student Data Disclosure Statement.

In addition, this Plan works in conjunction with the School’s Information Technology Security Policy and accompanying Information Technology Systems Security Plan. The Information Technology Systems Security Plan contains procedures and processes related to the following:

1. System Administration;
2. Network Security;
3. Application Security;
4. Endpoint, Server, and Device Security;
5. Identity, Authentication, and Access Management;
6. Data Protection and Cryptography;
7. Monitoring, Vulnerability, and Patch Management;
8. High Availability, Disaster Recovery, and Physical Protection;
9. Incident Responses;
11. Acquisition and Asset Management; and
12. Policy, Audit, and E-Discovery Training.

3. ROLES AND RESPONSIBILITIES

All student data utilized by the School is protected pursuant to the federal Family Educational Rights and Privacy Act (“FERPA”), the Utah Family Educational Rights and Privacy Act (“Utah FERPA”), and the Utah Student Data Protection Act. The School designates managers to fulfill certain responsibilities regarding student data privacy and security. The School also imposes responsibilities on School employees and volunteers. The roles and responsibilities listed below outline some of the ways School managers, employees, volunteers, and third-party contractors are to utilize and protect personally identifiable student data.

3.1 Student Data Manager

The School’s Principal serves as the School’s Student Data Manager and is responsible for student data privacy and security, including the following:

1. Acting as the primary local point of contact for the state student data officer described in Utah Code Ann. § 53A-1-1403;
2. Authorizing and managing the sharing, outside of the School, of personally identifiable student data from a cumulative record for the School, including
 - a. Ensuring that no personally identifiable student data is shared outside of the School without a data authorization unless such sharing is:
 - i. To the student or student’s parent or guardian; or
 - ii. To other outside parties only as authorized by FERPA, Utah FERPA, and the Student Data Protection Act, including Utah Code Ann. § 53A-1-1409.



- b. Ensuring that no personally identifiable student data is shared outside of the School for the purpose of external research or evaluation, unless required to do so by law.
3. Ensuring that all aggregate data shared outside of the School without a data authorization is shared in accordance with Utah Code Ann. § 53-1-1409(8)-(9) and the School's review process set forth in Section 7 of this Plan;
4. Creating and maintaining a list of all School employees who have access to personally identifiable student data and provide the list to the School's Board of Directors, in accordance with Utah Code Ann. § 53A-13-303;
5. Ensuring all School employees and volunteers who are authorized by the School to have access to education records (1) receive annual student data privacy training and (2) sign a statement certifying that they have completed the training and understand student data privacy requirements. Document names of all those who are trained, as well as the training dates, times, locations, and agendas.
6. Ensuring that the School's student data disclosure statement is created, annually updated, published, and distributed to parents and students as required by law.
7. Ensuring that the School's metadata dictionary is created, maintained, published, and provided to the Utah State Board of Education ("USBE") as required by law; and
8. Ensuring that this Plan is maintained, published, and provided to the USBE as required by law.

3.2 IT Security Manager

The School's contracted IT provider will function as the School's IT Security Manager. The IT Security Manager's responsibilities include the following:

1. Overseeing IT security at the School;
2. Helping the School to comply with IT security laws applicable to the School;
3. Providing training and support to School employees on IT security matters;
4. Investigating complaints of alleged violations of the School's IT security policies, procedures, or plans;
5. Investigating alleged security breaches of the School's IT systems; and
6. Reporting periodically to the School's Board of Directors on the security of the School's IT systems.

3.3 Employees and Volunteers with Access to Education Records

Employees and volunteers of the School who have access to education records have responsibilities with respect to student data privacy and security, including:

1. Participating in student data privacy training each year as required by the School;
2. Sign a statement each year certifying completion of student data privacy training and understanding of student data privacy requirements as required by the School (not required of volunteers);
3. NOT sharing personally identifiable student data outside of the School unless authorized to do so by law and the Student Data Manager;



4. Using password-protected School-authorized computers when accessing the School's data systems or viewing or downloading any student-level records;
5. NOT sharing or exchanging individual passwords for School-authorized computers or School data systems with anyone;
6. Logging out of any School data system or portal and closing the browser after each use or extended absence;
7. Storing personally identifiable student data on appropriate, secured locations. Unsecured access and flash drives, DVD, CD-ROM or other removable media, or personally owned computers or devices, are not deemed appropriate for storage of personally identifiable student data unless authorized by the Student Data Manager;
8. Keeping printed documents with personally identifiable student data in a locked, secured location and using School-approved document destruction methods when disposing of such records;
9. NOT sharing personally identifiable student data during public presentations;
10. Using secure methods when sharing or transmitting personally identifiable student data with authorized individuals. Secure electronic methods include, but are not limited to, telephone calls, ownCloud, MoveIt (when sending data to the State), and encrypted email. Also, sharing within secured server folders is appropriate for School internal file transfer;
11. Taking steps to avoid disclosure of personally identifiable student data in authorized reports or materials available to the public, such as aggregating, data suppression, rounding, blurring, etc.;
12. Only accessing and using student data as authorized by the School to fulfil job or volunteer duties, and not for any other purpose;
13. Immediately reporting to the Student Data Manager any data breaches, suspected data breaches, or any other suspicious activity related to data access;
14. Consulting with the Student Data Manager regarding any questions about personally identifiable student data and related privacy laws, requirements, or concerns; and
15. Abiding by the requirements, processes, and procedures of this Plan.

3.4 Educators

In addition to abiding by the employee responsibilities listed above, educators at the School are also responsible for the following:

1. NOT sharing personally identifiable student data through educational apps (or any other apps used for classroom instruction) unless and until the app has been approved as required by the Student Data Manager; and
2. Completing the student data security and privacy training for educators developed by the State Superintendent when required for the educator's re-licensure pursuant to R277-487-13.

3.5 Third-Party Contractors

Third-party contractors who have access to or receive personally identifiable student data pursuant to a contract with the School shall only use the data for the purpose of providing the contracted



product or service within the negotiated contract terms. Each third-party contractor is responsible for complying with the contract and entering into and complying with the Data Confidentiality Addendum approved by the School's Board of Directors.

3.6 Consequences for Non-Compliance

The responsibilities listed above are intended to minimize the risk of human error and the misuse of School students' personally identifiable student data. A person or entity's non-compliance with the roles and responsibilities listed above shall result in consequences for the person or entity up to and including removal of access to the School's network. If this access is required for employment or contracted services, employees and third-party contractors may be subject to dismissal.

4. DATA COLLECTION

The School collects student data for two main purposes: to comply with state or federal law and to improve students' educational experience. Student data enables the School to participate in state and federal education programs and to qualify for state and federal education funds. Student data also helps the School to better plan and personalize classroom instruction, increase student and teacher performance, and make informed decisions. The School collects student data primarily through parents or guardians completing a secure online registration packet, but it may also collect additional student data during the school year.

4.1 Data Elements Collected by the School

4.1.1 Necessary Student Data. The School collects student data defined as "necessary student data" in Utah Code Ann. § 53A-1-1402(17), including:

1. Name (first, middle, and last);
2. Date of birth;
3. Gender;
4. Parent contact information (including full name, relationship to student, home address, phone number(s), and email address);
5. Custodial parent information (including contact information, whether living with student, and existence of any legal documents regarding custody of student);
6. Contact information (including phone number and home/ mailing address);
7. A student identification number;
8. Local, state, and national assessment results or an exception from taking a local, state, or national assessment;
9. Courses taken and completed, credits earned, and other transcript information;
10. Course grades and grade point average;
11. Grade level and expected graduation date or graduation cohort;
12. Degree, diploma, credential attainment, and other school exit information;
13. Attendance and mobility;
14. Drop-out data;
15. Immunization record or an exception from an immunization record;



16. Race;
17. Ethnicity;
18. Tribal affiliation;
19. Remediation efforts;
20. An exception from a vision screening required under Utah Code Ann. § 53A-11-203 or information collected from a vision screening required under Utah Code Ann. § 53A-11-203;
21. Information related to the Utah Registry of Autism and Developmental Disabilities;
22. Student injury information;
23. A cumulative disciplinary record created and maintained as described in Utah Code Ann. § 53A-1-1407;
24. Juvenile delinquency records;
25. English language learner status (including whether child speaks a language other than English);
26. Child find and special education evaluation data related to initiation of an IEP; and
27. Information related to School's Fee Waiver Application, including household income verification, whether student receives SSI benefits, whether family receives TANF, and whether student is in foster care or in state custody.

4.1.2 Optional Student Data. The School collects the following student data defined as “optional student data” in Utah Code Ann. § 53A-1-1402(18):

1. Information that is not “necessary student data” described above but is related to a student’s IEP or required for a student to participate in a federal or other program;
2. A student’s preferred first, middle, and last name (but only if different than student’s legal names);
3. A student’s homelessness status;
4. Whether a student was born outside of the United States;
5. A student’s disciplinary history, including whether a student has ever been suspended or expelled from school and if the student has any disciplinary action pending from the student’s previous school of enrollment;
6. A student’s emergency contact information (including name, relationship to student, and phone number(s));
7. Information need for School to facilitate transfer of a student’s student records from previous school, including:
 - a. Whether student currently resides in Utah;
 - b. District boundaries in which student lives;
 - c. School boundaries in which student lives;
 - d. Whether student has pre-registered with a school other than the school located in the school boundaries in which student lives;
 - e. Name and contact information (address and phone number) of the school in which the student has pre-registered; and
8. Information requested in Household Application for Free and Reduced Price School Meals, including data related to household members, whether any household members participate in assistance programs (such as SNAP, TANF, or FDPIR), and household income.



4.1.3 Personally Identifiable Student Data. The School collects student data defined as “personally identifiable student data” in Utah Code Ann. § 53A-1-1402(20), including:

1. A student’s first and last name;
2. The first and last name of a student’s family member (parent or guardian);
3. A student’s or a student’s family’s (parent or guardian’s) home or physical address;
4. A student’s email address or other online contact information;
5. A student’s telephone number;
6. A student’s health or disability data (health data collected includes vision and hearing impairment, medical conditions, medications taken during school hours, allergies, special dietary needs, and other); and
7. A student’s education entity student identification number.

4.2 Records Collected by the School

In addition to the records collected by the School as explained above, the School collects the following records as required or allowed by Utah law:

1. A copy of a student’s birth certificate;
2. A copy of a student’s yellow immunization card from the state, other proof of immunizations, or an Immunization Exemption Waiver;
3. If applicable, a copy of a student’s IEP, IHCP, or Section 504 Plan;
4. Proof of a vision exam for students under 8 years of age entering school for the first time in Utah;
5. If applicable, copy of legal documents such as a divorce decree, custody order, restraining order, protective order, power of attorney, or guardianship letters or orders;
6. A copy of a transfer student’s record from the student’s previous school;
7. Fee Waiver Application, as applicable; and
8. Household Application for Free and Reduced Price School Meals, as applicable.

4.3 Data Not Collected by the School

The School does not collect a student’s social security number or, except as required in Utah Code Ann. § 78A-6-112, criminal record.

4.4 Data Not Collected by the School Without Prior Written Consent

The School follows Utah Code Ann. § 53A-13-302 in Utah FERPA by not collecting certain information from a student by way of a psychological or psychiatric examination, test, treatment, survey, analysis, or evaluation unless the School has received the prior written consent of the student’s parent or legal guardian or an exception to the prior written consent rule applies. Please refer to the School’s FERPA Administrative Procedures (particularly the “Activities Prohibited Without Prior Written Consent” Section) to see the types of information governed by Utah Code Ann. § 53A-13-302, the accompanying notice and consent requirements, and exceptions. These administrative procedures explain how the School complies with the statute.



5. DATA USE

The School uses the student data it collects to conduct the regular activities of the School. School employees and volunteers shall only have access to student data for which they have a legitimate educational interest and shall not use student data for any improper or non-educational purpose. School employees and volunteers shall use student data only as authorized by the School to fulfill their respective job or volunteer duties. Please see the School’s FERPA Administrative Procedures (particularly the “Access to Information” Section) for a summary of School personnel who, generally, have a legitimate educational interest in having access to student data and the particular data to which they have access. To help protect the privacy and security of student data, School employees and volunteers who have access to student data will participate in student data privacy training each year as required by the School and employees will sign a statement certifying that they have completed the training and understand student data privacy requirements.

Student data use by outside parties shall be limited to those to whom the School has shared the data in accordance with the law and who have a legitimate need to use the data. For example, outside parties with whom the School has contracted to provide services or functions that the School’s employees would typically perform may use student data for the purpose of providing the contracted product or service. Third-party contractors’ use of student data shall be in accordance with their contract and Data Confidentiality Addendum with the School, and in compliance with applicable law, including Utah Code Ann. § 53A-1-1410 and administrative rules adopted by the USBE.

6. DATA STORAGE

Please see the “Physical Protection” and “Technological Protection” Sections of the School’s FERPA Administrative Procedures to review the ways in which the School stores student data and protects stored data.

6.1 Electronic Storage. As explained in the School’s FERPA Administrative Procedures, most of the student data collected by the School (including the data collected through the School’s online registration system) is stored electronically by the School in Aspire, which is the student information system provided to Utah schools by the USBE. Aspire provides a secure location for the storage, maintenance, and transmission of student data. If the School chooses to use any additional student information systems, it will ensure that the system has adequate security protections. School employees and volunteers shall not store personally identifiable student data on their personal computers or devices, flash drives, or any other removable data storage media unless authorized by the Student Data Manager.

6.2 Physical Storage. Any printed documents containing personally identifiable student data is to be stored by the School in a secured, locked location, and access to such locations shall be determined by the Student Data Manager. School employees and volunteers shall not store documents with personally identifiable student data in physical locations away from the School, such as in their homes or vehicles, unless authorized by the Student Data Manager.



6.3 Third-Party Contractors. Third-party contractors shall store personally identifiable student data received from the School only in accordance with their contract and Data Confidentiality Addendum with the School and applicable law.

7. DATA SHARING

The School shall not share a student's personally identifiable student data outside of the School unless the data is shared in accordance with FERPA, Utah FERPA, the Utah Student Data Protection Act, and any other applicable law. The School's Student Data Manager authorizes and manages such data sharing and ensures compliance with applicable law.

7.1 Prior Written Consent

Except as provided by law, the School shall not share a student's personally identifiable data with anyone other than the student or the student's parent or legal guardian unless the School first obtains prior consent from the student's parent or guardian (or the student if the student is 18 years old or older). In order to be valid, the prior consent must:

1. Be in writing;
2. Be signed by the student's parent or guardian, or the student if he or she is 18 or older (electronic signatures are sufficient);
3. Specify the records or data to be disclosed;
4. State the purpose of the disclosure; and
5. Identify the party to whom the disclosure may be made.

As provided in the "Student Education Records Management" Section of the School's FERPA Administrative Procedures, a student's parent or guardian (or the student if the student is 18 years old or older) has the right to inspect and review all of the student's education records maintained by the School and the School must grant such requests within a reasonable period of time, not to exceed 45 days. The School may impose requirements related to such requests, such that the request be in writing, signed, dated, and contain certain information. The School may also require proof of identity and relationship (parent or guardian) to the student before granting access to the student's records.

7.2 Exceptions to the Prior Consent Rule

The School shall not share, outside of the School, a student's personally identifiable student data without obtaining prior written consent unless such sharing is:

1. To the student or student's parent or guardian;
2. Authorized by federal and Utah law, including FERPA, Utah FERPA, and the Utah Student Data Protection Act. Such authorized sharing includes:
 - a. To a school official who has a legitimate educational interest (a school official could be an employee or agent of the School that the School has authorized to request or receive student data on behalf of the School);



- b. To a person or entity to whom the School has outsourced a service or function (1) to research the effectiveness of a program's implementation or (2) that the School's employees would typically perform;
- c. To an authorized caseworker or other representative of the Department of Human Services, but only as described in Utah Code Ann. § 53A-1-1409(6);
- d. To other schools that have requested the data and in which the student seeks or intends to enroll, or where the student is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer;
- e. To individuals who need to know in cases of health and safety emergencies;
- f. To officials in the juvenile justice system when the disclosure concerns the system's ability to effectively serve, prior to adjudication, the student whose data is to be released;
- g. In connection with an audit or evaluation of federally or state supported education programs, or for the enforcement of, or compliance with, federal legal requirements relating to those programs;
- h. To the Immigration and Naturalization Service (INS) for foreign students attending the School under a visa;
- i. To the Attorney General of the United States in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes;
- j. In response to a valid subpoena; or
- k. The sharing of personally identifiable student data that is directory information, but only if the School (1) has given the student's parent annual notice of the types of data it has designated as directory information and the parent's right to request that any or all of student's directory information not be released by the School and (2) the parent has not notified the School that he or she does not want the personally identifiable student data to be designated as directory information.

7.3 Directory Information

The School designates the following student data as directory information:

- 1. Student's name;
- 2. Photograph;
- 3. Grade Level;
- 4. Participation in officially recognized activities and sports;
- 5. Degrees, honors, and awards; and
- 6. Parent names and contact information.

The student data designated as directory information may change from time to time. Parents will be given notice of such changes as required by law.

7.4 Third-Party Contractor Addendum

The School may share personally identifiable student data with third-party contractors pursuant to subsections (a) and (b) immediately above if the contractors have entered into a contract and Data



Confidentiality Addendum with the School. Third-party contractors must comply with the contract, Addendum, and the Utah Student Data Protection Act, including Utah Code Ann. § 53A-1-1410 and related administrative rules adopted by the USBE.

7.5 Aggregate Data

7.5.1 Definition. “Aggregate data” has the same meaning as set forth in Utah Code Ann. § 53-1-1402(2). Aggregate data does not reveal any personally identifiable student data and contains data of at least 10 individuals.

7.5.2 Sharing Aggregate Data. The School may share aggregate data outside of the School without obtaining prior written consent so long as it is shared in accordance with Utah Code Ann. § 53-1-1409(8)-(9) and this paragraph. If the School receives a request for aggregate data, including for the purpose of external research or evaluation, the School shall follow the review process set forth below:

1. All requests shall be submitted in writing to the Student Data Manager;
2. The written request to the Student Data Manager shall describe the purpose of the request, the desired student data, how the student data will be used, and details about how the student data will be disclosed or published by the requestor;
3. The Student Data Manager shall review the written request and consult with the School’s management company about any potential data privacy issues relevant to the request;
4. If the Student Data Manager approves of the request, an MOU shall be prepared and presented (along with the requestor’s written request) to the School’s Board of Directors for review and approval; if the Student Data Manager disapproves of the request, the requestor shall be so notified;
5. If the Board approves of the request and MOU, the MOU shall be signed by the Board’s president or designee and the requestor; if the Board disapproves of the request, the requestor shall be so notified;
6. After approval by the Board and execution of the MOU, the Student Data Manager or a responsible person designated by the Student Data Manager, shall, as applicable, de-identify the requested student data through disclosure avoidance techniques (such as data suppression, rounding, recoding, blurring, perturbation, etc) and/or other pertinent techniques;
7. After all requested student data has been de-identified and reviewed by the Student Data Manager, the requested student data shall be saved, physically or electronically, in a secure location managed by the Student Data Manager and then sent to the requestor through a secure method approved by the Student Data Manager.

The School may not share personally identifiable student data with external persons or organizations to conduct research or evaluations unless such research or evaluations are directly related to a state or federal program audit or evaluation.

8. RECORD RETENTION AND EXPUNGEMENT



Record retention and expungement procedures promote efficient management of records, preservation of records of enduring value, quality access to public information, and data privacy.

8.1 Retention. The School shall retain and dispose of student records in accordance with Utah Code Ann. § 63G-2-604, Utah Code Ann. § 53E-9-306, and rules adopted by the USBE, including R277-487-4. Unless the School adopts its own approved retention schedule, the School shall comply with the model retention schedules for student records published by the Utah Division of Archives and Records Service.

8.2 Expungement. The School shall comply with Utah Code Ann. § 53E-9-306 and R277-487-4 in terms of what student data it may and may not expunge. Accordingly, the School may not expunge a student's grades, transcripts, record of enrollment, or assessment information. The School may, on its own volition or at the request of a student's parent or an adult student, expunge other student data, including a student's medical records and behavioral assessments, so long as the administrative need for the student data has passed. A request to expunge such student data shall be made in writing to the School's Principal and describe in detail the data requested to be expunged.

In addition, a student's parent or an adult student may also request that the School expunge any student data or record not subject to a retention schedule under Utah Code Ann. § 63G-2-604, and believed to be:

1. Inaccurate;
2. Misleading; or
3. In violation of the privacy rights of the student.

Such a request to expunge a student's student data or records shall be made in writing to the School's Principal and describe in detail the data or records requested to be expunged. The School will process such requests following the same procedures outlined for a request to amend a student record in 34 CFR Part 99, Subpart C. These procedures are outlined below:

1. If a parent or adult student believes that a record is misleading, inaccurate, or in violation of the student's privacy, they may request that the record be expunged.
2. The School shall decide whether to expunge the data within a reasonable time after the request.
3. If the School decides not to expunge the record, the School will inform the parent or adult student of its decision as well as the right to an appeal hearing.
4. The School shall hold a hearing within a reasonable time after receiving the request for a hearing.
5. The School shall provide the parent or adult student notice of the date, time, and place in advance of the hearing.
6. The hearing shall be conducted by any individual that does not have a direct interest in the outcome of the hearing.
7. The School shall give the parent or adult student a full and fair opportunity to present relevant evidence. At the parents' expense and choice, they may be represented by an individual of their choice, including an attorney.



8. The School shall make its decision in writing within a reasonable time following the hearing.
9. The decision must be based exclusively on evidence presented at the hearing and include a summary of the evidence and reasons for the decision.
10. If the decision is to expunge the record, the School will seal it or make it otherwise unavailable to other School staff and educators.

The School may consult with the Utah Division of Archives and Records Service and/or USBE when issues or questions arise with respect to record retention and expungement.

8.3 Disciplinary Record. The School may create and maintain a disciplinary record for a student in accordance with rules adopted by the USBE.

9. DATA BREACH

9.1 Definition of Data Breach. A data breach for purposes of this Plan is any instance in which there is an unauthorized release or access of personally identifiable student data. This definition applies regardless of whether the School stores and manages the data directly or through a third-party contractor.

9.2 Types of Data Breaches. Data breaches can take many forms, including:

1. Hackers gaining access to personally identifiable student data through a malicious attack (such as phishing, virus, bait and switch, keylogger, denial of service, etc.);
2. A School employee losing School equipment on which personally identifiable student data is stored (such as a laptop, thumb drive, cell phone, etc.) or having such equipment stolen;
3. An unauthorized third party retrieving personally identifiable student data from a School's physical files;
4. A School employee accidentally emailing personally identifiable student data to an unauthorized third party; or
5. A School employee or third-party contractor saving files containing personally identifiable student data in a web folder that is publicly accessible online.

9.3 Industry Best Practices. The School takes a variety of measures to protect personally identifiable student data, including imposing disclosure prevention responsibilities on School employees, educators, volunteers, and third-party contractors. The School also follows industry best practices to maintain and protect personally identifiable student data and to prevent data breaches, some of which are outlined in the School's Information Technology Systems Security Plan.

9.4 Responding to a Data Breach.

9.4.1 Reporting a data breach. School employees, volunteers, and third-party contractors shall immediately report a data breach or a suspected data breach to the Student Data Manager.



Students and parents of students who become aware of a data breach or that suspect a data breach shall also immediately notify the Student Data Manager.

9.4.2 Data Breach Protocol. The Student Data Manager shall collaborate with the IT Security Manager and others, as appropriate, to determine whether a data breach has occurred. If it is determined that a data breach has occurred, the School shall, under the direction of the Student Data Manager and IT Security Manager, follow the protocol described below:

1. Lock down systems and data that have been breached or suspected to have been breached, including changing applicable passwords, encryption keys, locks, etc.;
2. Assemble a Data Breach Response Team, which could include the Student Data Manager, IT Security Manager, School employees, Board members, members of the School's management company, the School's IT provider, etc.;
3. Record as many details about the data breach as possible, including:
 - a. Date and time data breach was discovered;
 - b. Data elements involved (for example, students' first and last name, SSIDs, DOBs, passwords, account information, employee social security numbers, etc.);
 - c. Data systems involved (for example, Aspire, online registration system, or other School data system); and
 - d. Type of data breach (physical, such as stolen/lost paperwork or computer equipment; or electronic, such as hacking or unauthorized email transmission).
4. Assign an incident manager that has the appropriate qualifications and skills to be responsible for the investigation of the data breach;
 - a. Investigate scope of data breach to determine types of information compromised and number of affected individuals; and
 - b. Investigate the data breach in a way that will ensure that the investigative evidence is appropriately handled and preserved;
5. Attempt to retrieve lost, stolen, or otherwise compromised data;
6. Determine whether notification of affected individuals is appropriate and, if so, when and how to provide such notification; notification timeframes and requirements should be identified as soon as possible and notices developed and delivered to affected individuals and agencies in accordance with regulatory mandates and timeframes;
7. If the data breach involved the release of a student's personally identifiable student data, notify the student (if the student is an adult student) or the student's parent or legal guardian if the student is not an adult student in a manner reasonable under the circumstances;
8. If the data breach involved the release of a student's personally identifiable student data by a third-party contractor of the School, notify the State Superintendent as required in R277-487-3;
9. Determine whether to notify the authorities/law enforcement (situation dependent); involve legal counsel to analyze legal obligations;
10. If the School has cyber liability and/or data breach insurance coverage, determine whether to notify the insurance provider and make a claim on such coverage; and



11. Consult with appropriate security professionals, as necessary, to identify the possible reason(s) for the data breach and how to prevent similar data breaches in the future.

Following the steps above and clearly defining the roles and responsibilities of all those involved in the steps will promote better response coordination and help the School shorten its incident response time. Prompt response is essential for minimizing the risk of any further data loss and, therefore, plays an important role in mitigating any negative consequences of the breach, including potential harm to affected individuals. All work and activities performed under each of the steps above should be well documented and all documentation should be retained as required.

9.4.3 Coordination with Management Company and/or Legal Counsel

The School shall coordinate with its management company and/or separate legal counsel on the preparation and method of delivery of written materials, including notifications, related to a data breach.

9.5 Cooperation

The School shall cooperate with regulatory and governmental agencies that make inquiries regarding a data breach.

10. DATA TRANSPARENCY

The School's policies concerning data privacy and security are published on the School's website. In addition, each year the School shall publish its current version of the following on its website:

1. Metadata Dictionary;
2. Student Data Disclosure Statement;
3. Information Technology Systems Security Plan; and
4. Data Governance Plan.

11. DATA PRIVACY AND SECURITY AUDITING

The School shall periodically conduct audits to determine compliance with this Plan and to assess the quality and effectiveness of the data privacy and security processes and procedures set forth in this Plan. The School shall use the results of such audits to determine ways in which this Plan and the School's student data governance and management can be improved. The School may use third-party experts to assist with and/or conduct such audits.

The School or its designee may audit its third-party contractors to verify compliance with the terms of the School's Data Confidentiality Addendum that relate to the confidentiality and protection of personally identifiable student data.

12. DATA PRIVACY AND SECURITY TRAINING



On an annual basis, the School shall provide appropriate student data privacy training to its employees, aides, and volunteers who are authorized by the School to have access to education records as defined in FERPA.

The School shall also provide its employees with appropriate training on IT security matters.

Where required by R277-487-13, educators at the School shall complete the student data security and privacy training for educators developed by the State Superintendent as a condition of re-licensure.

QA Data Governance Plan
Last Updated: 1-31-20



Quest Academy Disclosure Policy & Procedures



PURPOSE

These Disclosure Procedures are designed to (a) ensure the completeness and accuracy of the federal securities disclosures made by Quest Academy (the “School”) and the School’s Board of Directors (the “Board”) (including the Board’s officers, and School’s staff and business manager in the exercise of their official duties) as well as their compliance with all applicable federal and state securities laws in connection with issuance and disclosure undertakings relating to outstanding bonds issued on its behalf and annual financial information filings, and (b) promote best practices regarding disclosures disseminated to investors and the municipal securities markets by the School.

Disclosure

The controls and procedures set forth herein shall apply to all Disclosure disseminated or communicated by the School. “Disclosure” includes any information or communications reasonably likely to reach investors or the securities markets, such as preliminary and final official statements relating to bonds issued for the benefit of the School, filings made by the School with the Municipal Securities Rulemaking Board or the national repositories (whether required by contract or made voluntarily), press releases which could reasonably be construed as intended for the financial markets, investor calls, rating agency presentations and other communications, and certain postings on the School’s website.

Disclosure — Issuance of Bonds

- a. *Responsibilities of the Board Financial Coordinator.* The School’s Board Financial Coordinator or his or her designee (the “Oversight Officer”) shall be responsible for overseeing the compilation of both the preliminary official statement (“POS”) and the final Official Statement (individually referred to herein as an “Official Statement” and collectively, the “Official Statements”) to be used in connection with the offering and issuance of the associated bonds issued for the School’s benefit (the “Bonds”) and annual financial information filings and for review of other disclosure obligations of the School undertaken in connection with such bond issuance. In the carrying out of these responsibilities, the Oversight Officer shall coordinate with, and be provided with assistance from, among other professionals, Disclosure Counsel, the School’s Counsel and the financial advisor to the School. This oversight responsibility shall include the following:
 - Develop a separate checklist or similar outline for the School’s Official Statements for each bond issuance benefitting the School. Each of these checklists shall list the categories of information in the applicable Official Statement and identify the person or persons (whether internal to the School or a third-party consultant to the School) who should be responsible for reviewing or contributing the



information in each portion of such applicable Official Statement (a “Contributor”).

- Ensure that each Contributor receives a copy of each draft of the applicable Official Statement and the checklist indicating his or her responsibilities with sufficient time to permit such Contributor to perform a thoughtful and thorough review or preparation of information for the applicable portion of the Official Statement. Gather such applicable information and comments from each Contributor.
- Provide information and comments submitted by Contributors to Disclosure Counsel and coordinate with Disclosure Counsel to develop a draft POS for the Bond issue.
- Distribute applicable sections of such applicable Official Statement or annual financial information filing as revised to the respective Contributors for further review and comment. Document confirmation by each Contributor that the information provided by such Contributor has been properly incorporated in such applicable Official Statement draft and is accurate and complete as so incorporated. Contributor confirmation may be provided by means of indications on checklist.
- Schedule and conduct periodic internal and external meetings of Contributors, either in groups or individually, and Disclosure Counsel for the purpose of discussing the School’s financial status generally and its annual audited financial statements, its related programs, the related industries, and other issues affecting the School and the Bonds that may be material to investors.
- Review all continuing disclosure obligations in connection with the Bonds.

b. *Responsibilities of Contributors.* All Contributors to the School’s Official Statements shall be responsible for the following:

- Delivery and review of comments and information as requested (by means of a checklist or otherwise) for purposes of inclusion in the applicable Official Statement.
- Review of applicable portions of the revised applicable Official Statement and provide confirmation (which may be provided by means of indications on a checklist) that the information provided by such Contributor has been incorporated correctly and, as so incorporated, such portions of the applicable Official Statement present accurate and complete information to investors about the items so covered by such portions.
- Attend periodic meetings (as applicable) to discuss broad issues concerning the School and its Official Statements.



- In the case of third party or expert Contributors, provide certifications and opinions relating to their contributions to Official Statements as appropriate.
- c. *Responsibilities of Disclosure Counsel.* Disclosure Counsel shall have the following responsibilities with respect to Disclosure by the School:
- Provide an initial draft POS to the School’s Board Financial Coordinator for distribution to Contributors and, at the request of the School’s Board Financial Coordinator, distribute drafts or sections to Contributors and draft timelines for review by the School’s Board Financial Coordinator.
 - Confirm that all steps required by the Disclosure Procedures have been followed in connection with preparation of a particular Official Statement. No Official Statement relating to the Bonds shall be submitted to the Board Financial Coordinator for approval or to the School’s Board Financial Coordinator for certification until and unless Disclosure Counsel has completed this confirmation.
 - Provide School packages to participants for review and confirm with participants that no issues have been raised regarding the draft Official Statement based on such review.
 - Perform review and evaluation of the Disclosure Procedures as requested and confirm to the School whether changes to such Disclosure Procedures are recommended.
 - Review and approve any continuing disclosure obligations or statements in connection with any Bond issuance.
 - Cause an opinion to be provided regarding the necessity of filing a material event notice, where such an opinion is requested.

Disclosure in Connection with Outstanding Bonds

- a. *Continuing Disclosure Obligations.* The Oversight Officer shall be responsible for overseeing compliance by the School with its continuing disclosure obligations, including but not limited to the compilation and filing of all annual financial reports and filing of all annual financial statements of the School on EMMA, as applicable. The Oversight Officer shall also consult with its dissemination agent appointed in connection with the applicable Bond issue (the “Dissemination Agent”), Disclosure Counsel and the School’s Counsel to determine the materiality of any events and whether an event notice is required to be filed under the circumstances. If a determination is made that an event is material and a notice is required, the Oversight Officer shall work with the Dissemination Agent and Disclosure Counsel to prepare a draft of such notice in a timely manner and shall provide such draft notice to the School’s Counsel for review and comment. The Dissemination Agent shall be directed to file such notice in the required repositories once the notice has been approved by the School’s Board Financial Coordinator and the School’s Counsel.



- b. *Voluntary Filings.* The Oversight Officer, in consultation with Disclosure Counsel and the School's Counsel, *shall* evaluate whether an event is appropriate for disclosure by the School on a voluntary basis, based on investor demand or otherwise. Upon a determination that a voluntary notice should be filed, the Oversight Officer shall work with the Dissemination Agent, Disclosure Counsel and the School's Counsel to prepare a draft of such notice. The Dissemination Agent shall be directed to file such voluntary notice in the appropriate repositories once such notice has been approved by the School's Board Financial Coordinator and the School's Counsel.
- c. *Press Releases.* Press releases for the School are prepared in coordination with the Oversight Officer, who shall consult with Disclosure Counsel prior to approving such press release.
- d. *Investor Communications.* The Oversight Officer shall be responsible for overseeing the responses to all telephone, email and other inquiries from existing and potential investors in the Bonds. All School staff shall transfer such inquiries to the Oversight Officer (or delegated staff under his/her supervision). Investors shall be directed to information provided on the School's website or shall be given a written response to any inquiry whenever practicable.
- e. *Rating Agency Communications.* All information provided by the School or for the School at its direction to any rating agency providing a rating for the Bonds shall be reviewed for accuracy and completeness and approved by the Oversight Officer.

Training

The Oversight Officer, in consultation with Disclosure Counsel or the School's Counsel, shall be responsible for coordinating training sessions for School staff and Board members about their obligations under the Federal securities laws and regulations and other Federal and state laws affecting the issuance of Bonds. Training shall be provided for general background and overview purposes and, as applicable, to update School staff and Board members concerning recent changes in applicable laws or regulations.

QA Disclosure Policy & Procedures
Board Approved Date: 6-13-17



Quest Academy Donation of Personal Time Off Policy



PURPOSE

The purpose of this policy is to provide a mechanism by which employees of Quest Academy (the “School”) can voluntarily donate personal time off (“PTO”) days to other staff members under extraordinary circumstances.

POLICY

1. An employee, or an employee’s immediate family member, must be experiencing a catastrophic illness in order to be eligible to receive donated leave. Catastrophic illness includes but is not limited to a life threatening illness that requires the employee to be absent from work for an intermittent and/or extended period of time or a medical emergency that results in absence from work for at least one week for personal illness or to attend to an immediate family member.
2. Employees must use all of their available personal leave balance before they can access donated days.
3. Qualifying employees may receive a maximum of fifteen (15) donated days during a school year.
4. Employees may only donate time from their current PTO balance.
5. An employee may donate a maximum of five (5) days of leave to a particular employee in any one school year.
6. All donations must be made in full day increments.
7. Once donated time has been transferred to the recipient's PTO balance, the donor has no rights to that time for any reason. Approved donations will be immediately deducted from the donor's leave balance and credited to the recipient's balance.
8. The decision to donate PTO should be an individual and personal decision and is completely voluntary.
9. All PTO donations must be approved by the Principal. Employees desiring to donate PTO to an employee must submit a written request to the Principal indicating the number of days donated, the date of donation, and an acknowledgement of remaining days after the donation. Both the Principal and employee will sign the letter of acknowledgement. Requests that do not meet the conditions of this policy will be denied. Denials may be appealed to the Board of Directors for consideration.
10. All donated PTO days must be used for their intended purpose.



11. The Principal will coordinate with the School's Management Company to assure proper documentation of these transactions. The Principal will notify the donor and the recipient after the transaction has occurred.

QA Donation of Paid Time Off Policy
Board Approval Date: 8-10-10



**Quest Academy
Employee Donation of PTO Form**



Name of Donating Employee: _____

I am requesting that _____ days of my Paid Time Off balance be transferred to:

(Name of Receiving Employee)

I am aware of the rules regarding the donation of Paid Time Off and of the use of donated Paid Time Off. I have read and understand the criteria on the back of this form which will be used in determining my eligibility to participate and how it will affect my Paid Time Off balance.

Signature of Donating Employee

Date

Acknowledgement:

_____ Request Granted

_____ Request Denied

Comments: _____

Beginning Balance: _____ PTO days

Donated Days: _____ PTO days

Ending Balance: _____ PTO days

Signature of Principal

Date

****ORIGINAL SENT TO ACADEMICA WEST TO BE PLACED IN EMPLOYEE FILE****



Employees who are interested in donating Paid Time Off days must meet the following qualifications and understand the following guidelines:

1. Employees may only donate PTO days from their current PTO balance.
2. An employee may donate a maximum of five (5) PTO days to a particular employee in any one school year.
3. All donations must be made in full day increments.
4. Once donated PTO days have been transferred to the recipient's PTO balance, the donor has no rights to those PTO days for any reason. Approved donations will be immediately deducted from the donor's PTO balance and credited to the recipient's balance.
5. The decision to donate PTO should be an individual and personal decision and is completely voluntary.
6. All PTO donations must be approved by the Principal.

QA Donation of PTO Form
Last Updated: 5-03-22





Quest Academy Donations & Fundraising Policy

Although Quest Academy (the “School”) rarely engages directly in fundraising, it may do so on certain occasions to help advance the School’s mission. The School encourages the contributions of gracious donors who have the resources and the inclination to make donations for the benefit of the School and its students. This policy establishes guidelines and standards for the School’s acceptance of donations and gifts as well as for when the School engages in or sponsors fundraising activities.

Donations and Gifts

If restrictions are imposed on a donation, the School may not transfer or expend donated property in a manner contrary to donor restrictions imposed. The Director is responsible for ensuring that donor restrictions of accepted donations are honored and compliance can be verified. The Director will ensure that charitable donation receipts are provided to donors as necessary.

The Director must approve donations from private individuals or organizations in excess of \$1,000, and any donation involving donor restrictions, prior to accepting the donation. The Board of Directors must approve any donations from private individuals or organizations in excess of \$10,000. The School may not accept donations containing any conditions the donation be used to provide direct benefit to specific School employees, students, vendors, or name brand goods or services.

If advertising or other services are offered to a donor in exchange for a donation or gift to the School, the Director or the Board of Directors, as applicable, will objectively value the donation or gift in order to ensure the School receives fair market value. The School may utilize independent third parties to assist in establishing fair market value.

The Director must ensure that any applicable fiscal policies of the School are complied with in connection with donations. The School will comply with other applicable laws and regulations, including but not limited to procurement requirements, rules related to construction of improvements, IRS regulations, and Title IX requirements.

Fundraising

Fundraising is defined as an organized effort to solicit individuals, businesses or foundations for money or in-kind gifts to be given directly to the School.

For the purposes of this policy, “school sponsored” means activities that are expressly authorized by the School’s Director or Board of Directors that support the School or authorized curricular clubs, activities, sports, classes, or programs that are themselves school sponsored. School-sponsored activities must be managed or supervised by School employees. Activities sponsored



by the School's parent organization are not school-sponsored activities, but the parent organization may be involved in and provided assistance in connection with school-sponsored activities.

The following guidelines must be followed in connection with School fundraising:

1. The fundraising activity must be undertaken with the intent of obtaining a benefit consistent with the School's mission.
2. The fundraising activity must not violate the School's charter, Board policies, or applicable law.
3. Proposals for fundraising activities must be submitted to the School's Director for approval.
4. The Director may restrict the time, place, and manner of any approved fundraising activity.
5. Fundraising activities should be planned and scheduled in a manner that does not create conflict, confusion, or excessive fundraising pressures on students, families or potential donors.
6. Fundraising activities that may expose the School to risk of financial loss or liability if the activity is unsuccessful will not be undertaken without Board of Directors approval.
7. The participation of School employees, students and parents in any fundraising activity must be voluntary. However, School employees may be assigned to supervise students in connection with School-sponsored fundraising activities in connection with their employment. Such employees may be compensated for such work as appropriate as determined by the Director or as required by law.
8. Students may not be required to participate in a fundraising activity as a condition for belonging to a team, club or group, and a student's fundraising efforts may not affect his or her participation time or standing in any team, club or group.
9. Competitive enticements for student participation in fundraising efforts are discouraged, and any such rewards or prizes must be approved by the Director.
10. The Director will ensure the School's Fee Waiver Policy is complied with for all School-sponsored fundraising activities that involve fees. Any fee waivers must be granted in accordance with the Fee Waiver Policy.
11. All funds raised through school-sponsored fundraising activities are public funds and will be handled accordingly. The Director will ensure that all other applicable fiscal policies are complied with in connection with fundraising activities.
12. Any fundraising activities related to the School but not school sponsored, such as fundraising activities of the parent organization, should clearly inform School patrons that the activity is not school sponsored. School employees may participate in such activities as volunteers but must not represent that they are acting as employees or representatives of the School.
13. The Director will ensure charitable donation receipts are provided as necessary.
14. The School's employer identification number and sales tax exemption number may only be used by School personnel in connection with school-sponsored activities. No other entity, including the School's parent organization, may use these numbers.
15. Any School employee involved in managing or overseeing non-School-sponsored fundraising must disclose to the Director any financial or controlling interest in or access to bank accounts of the fundraising organization or company.



16. The School may cooperate with outside entities such as the parent organization in connection with non-school-sponsored fundraising activities. The School may allow these groups to use School facilities at little or no charge. At the Director's discretion, the School may provide some level of support or pay for portions of these activities. The details of the arrangements for non-school-sponsored fundraising activities shall be understood and agreed to by the Director and the representatives of the outside entity. This must take into consideration the School's fiduciary responsibility for the management and use of public funds and assets.
17. The School is committed to principles of gender equity and compliance with Title IX guidance. The School commits to use all facilities, unrestricted gifts and other available funds in harmony with these principles. The School reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX. Fundraising opportunities should be equitable for all students, comply with Title IX, and be in harmony with Article X of the Utah Constitution.

The Director will ensure that School employees receive appropriate training in connection with these policies. Training shall be provided at least annually to employees whose job duties are affected by the School's fiscal policies.

The Board will review this policy at least bi-annually.

QA Donations & Fundraising Policy
Board Approval Date: 9-10-13





Quest Academy Dress Code Policy

Quest Academy believes a mandatory school dress code policy will provide a more secure school environment, promote an atmosphere conducive to appropriate discipline with a minimum need for ongoing intervention and an increase in learning opportunities for students by removing many of the distractions and negative or disruptive connotations associated with various types of clothing.

All students are required to dress in accordance with this policy. Parents are responsible for ensuring that their children wear clothing as outlined below.

Colors



Students may also wear navy/red plaid #36 for skirts, scooters, jumpers, cross ties, and neck ties. This is a very specific, school-uniform plaid and can be found with numerous vendors including Sears, Land's End, French Toast, Academy Attire, and others.

Tops

- ★ Shirts must be of a collared style and of a solid color, white, navy or red with buttons that are clear, same color as the shirt, or tortoise shell type. Shirts cannot have a logo other than a Quest Academy logo, and all shirts must be long enough to remain tucked in.
- ★ Appropriate collared styles are blouse, polo, oxford, turtleneck, or dress shirt.
- ★ Sweaters or sweater vests (hooded or unhooded) may be worn in solid navy, white or red with corresponding navy, white or red buttons (clear & tortoise shell-type buttons are also



acceptable). The sweater or vest is to be worn over the shirt. Fleece vests in either solid navy or red with an embroidered school logo on it are acceptable to be worn over collared shirt. A sweater or a vest does not need to be tucked in; however, the shirt under the sweater or vest must be tucked in.

- ★ Hooded garments (sweatshirts or other tops) may not be worn during the regular school day except as otherwise specified below but may be worn on Dress Down Day.

Quest Jackets, Quest Hoodies, & Quest Pullovers

- ★ Quest Academy jackets, hoodies, and pullovers can be worn at any time. However, heads may never be covered in the building.
- ★ Shirts consistent with this policy must be worn under Quest jackets, hoodies, and pullovers.
- ★ Quest jackets, hoodies, and pullovers must be approved by administration and branded with Quest's name/logos.
- ★ Colors and designs must also be approved by the administration.
- ★ Hooded clothing that does not follow the above guidelines or the guidelines under “Tops” above may not be worn in the school.

Bottoms

- ★ Girls may wear skirts, jumpers, skorts, shorts, capris or pants.
- ★ Girls may wear bottoms that are either solid navy or tan.
- ★ Boys may wear pants or shorts in either solid navy or tan.
- ★ Skirts, shorts or skorts are to be no shorter than 2 inches above the kneecap.
- ★ No denim, nylon, sweat, leather, stretch, or vinyl material may be worn.
- ★ The waistband of the bottom garment must be worn on or above the hips at all times.

Accessories

- ★ All students must wear closed toe and closed heel shoes with socks and stockings. Socks or footed tights must be worn at all times. Shoes cannot have lights or wheels.
- ★ Appropriate colors for socks include, and are limited to, white, red, or navy. Belts are recommended and must be solid brown or black.
- ★ No lighted shoes or heelies.

Dress Uniforms

- ★ To be worn for all field trips and other specifically designated occasions.
- ★ Includes a solid white top (with or without the school logo) and solid navy bottoms (of any authorized style as discussed above).

School Spirit Shirts

- ★ Students are allowed to wear a designated “School Spirit Shirt” on select days.



- ★ Spirit Shirts for teams/clubs in Jr. High, which are of an active/performance material do not need to be tucked in. These are only worn on select days as designated by administration
- ★ Additional school spirit shirt specifications will be determined by the School administration.

Student Council Sweaters

- ★ Members of the school’s student council may wear designated student council sweaters.

Dress and Grooming

- ★ Dress and grooming standards are part of the Dress Code regulations.
- ★ Uniforms must be worn during school hours, except under specially designated circumstances. Uniforms must also be worn for all before and after school programs, except where activities require alternate attire (i.e. sports, dance, etc.).
- ★ Students must present a modest, clean, and neat appearance at all times. All clothing must be clean, appropriately sized, and worn correctly. Pants/shorts/skirts must be worn at the waist, shirts must be buttoned and tucked in, shoes must be tied or fastened, clothing must be worn right-side-out, appropriate underwear must be worn, but not visible, etc. Clothing shall not be excessively worn or have holes.
- ★ Uniforms will be worn Monday through Friday and for programs.
- ★ Socks for boys and girls should be in coordinating colors; socks may be ankle or knee length in white, red, or navy. Girls may also wear appropriate smooth and/or cable knit footed or footless tights in solid white, red or navy. Socks or tights must be worn at all times. Socks must be worn with footless tights. No nylon stockings may be worn.
- ★ Students may wear jewelry or hair accessories that are appropriate for wear at school and are not a distraction or danger. Students may not wear ear gauges or jewelry with protruding spikes. Students also may not wear jewelry in any facial piercing that is, in the school administration’s discretion, distracting to other students or school employees. Examples of prohibited jewelry in facial piercings include but are not limited to any jewelry (such as rings, jewels, beads, studs, barbells, and hoops) worn in or on the nose, cheeks, eyebrows, lips, or tongue.
- ★ Hair must be kept neat and have a combed appearance and appropriate for school. No extreme hair color or styles, only “natural” hair colors are permitted (for example, fuchsia or “hot pink” hair is not “natural”).
- ★ Any makeup worn should be appropriate for school.
- ★ No hats of any kind, including baseball caps, or sunglasses, may be worn in the building except for medical or religious purposes.
- ★ Outer wear that is worn for warmth to and from school and at outside recess is not considered a uniform item.
- ★ Plain white, red, or navy undershirts may be worn under school shirt.
- ★ Dress items not specifically covered above but considered inappropriate or contrary to the Purpose statement in the School Dress Code Policy are subject to review and interpretation by the Board.



- ★ Physical Education (P.E.) clothes are to be worn for P.E. only.

Free Dress Day Standards

On free dress days, students are still expected to dress in a manner that positively impacts the learning environment. Clothing must be modest, tasteful, and it must not compromise safety standards for our students. The following standards include:

- ★ Shorts and skirts need to be consistent with QA Dress Code Policy
- ★ No tank tops
- ★ No baggy pants
- ★ No bare or stocking feet
- ★ No open toe or heeled shoes
- ★ No clothing which displays obscene, vulgar, lewd, or sexually explicit words, messages or pictures
- ★ No clothing that exposes bare midriffs, buttocks or undergarments
- ★ No clothing assumed as gang related
- ★ Hooded garments (sweatshirts, sweaters, or other tops) may be worn during the school day as long as heads are not covered inside of the school building.

Administration Has Discretion

This policy is intended to create a framework to meet the purpose as stated at the beginning of this policy. As styles change, or if questions arise, the school administration, as the Board of Directors' designee, has the authority to determine if a student's dress is in keeping with this policy.

*****Infractions of the Quest Academy Dress Code Policy will be addressed in the Student Conduct & Discipline Policy*****

QA Dress Code Policy
Board Approval Date: 10-08-18



Quest Academy Dropout Prevention and Recovery Policy



POLICY

Quest Academy (the “School”) adopts this policy in accordance with the requirements of Utah Code § 53G-9-801 *et seq.* and Utah Administrative Code R277-606.

For purposes of this policy, a “designated student” is a ninth-grade student:

1. Who has withdrawn from the School before completing ninth grade, who was dropped from average daily membership, and whose cohort has not yet graduated; or
2. Who is at risk of meeting the above criteria as determined by the School using the following risk factors:
 - a. Low academic performance, as measured by grades, test scores, or course failure;
 - b. Poor behavior, as measured by office disciplinary referrals, suspensions, or expulsions; and
 - c. Absenteeism, whether excused or unexcused absences, and including days tardy or truant.

The School will engage with or attempt to engage with designated students in order to offer dropout prevention and recovery services to them. Designated students may choose whether to enroll in the School’s dropout prevention and recovery program. The services provided to designated students who enroll in this program will include:

1. Consulting with designated students and developing a learning plan to identify:
 - a. Barriers to regular school attendance;
 - b. An attainment goal; and
 - c. Means for achieving the attainment goal.
2. Monitoring a designated student’s progress toward reaching the designated student’s attainment goal. The attainment goal will be measurable and correlated with what would be considered a year’s worth of progress.
3. Providing tiered interventions and flexible enrollment options for a designated student who is not making progress toward reaching the student's attainment goal, including meeting regularly with the designated student. Membership days for the student will be determined according to the School’s attendance and enrollment policies and procedures.

QA Dropout Prevention & Recovery Policy
Board Approval Date: 4-18-23



Quest Academy Dual Enrollment Policy



PURPOSE

The purpose of this policy is to articulate Quest Academy's (the "School") position on the dual enrollment of private school and home-schooled students in the School.

POLICY

Pursuant to Utah Code Ann. § 53A-11-102.5, students may be dually enrolled in both the School and in a private school or home school under the conditions set forth herein.

A parent seeking to dually enroll a student must certify that the student will receive instruction (a) in the subjects the State Board of Education requires to be taught in public schools and (b) for the same length of time as minors are required to receive instruction in public schools, as provided by rules of the State Board of Education.

All students of the School must be enrolled in the School for at least $\frac{3}{4}$ of each school day. Therefore, no student of the School will be allowed to dually enroll if they do not plan to attend at least $\frac{3}{4}$ of each school day.

Requests for dual enrollment should be provided to the School's Principal using the Application for Home School Dual Enrollment form developed by the administration.

Students who are dually enrolled in the School and in a private school or home school will only take the state Criterion Referenced Tests ("CRTs") and other assessments for the subjects for which they receive instruction at the School.

QA Dual Enrollment Policy
REVISION A
Board Approval Date: 4-10-12



QUEST ACADEMY
APPLICATION FOR HOME SCHOOL DUAL ENROLLMENT

Under Utah State law, a parent is required to enroll and send a school-age minor (6-18) to a public or private school during the school year. A school-age minor may be excused from attendance for part of the school day if the school-age minor is taught at home in the subjects prescribed by the State Board of Education for the same length of time as school-age minors are required by law to be taught in the public school. **For an exemption and student withdrawal for a portion of the school day from Quest Academy, please complete this form.**

This application applies only to the school year indicated. A new application must be submitted annually.

School Year: _____ Current Grade Level: _____
Student's Name: _____ Date of Birth: _____
Address: _____ Phone: _____
Father or Guardian: _____ Mother or Guardian: _____
Address and Phone Number if different than student: _____ Address and Phone Number if different than student: _____

Type of application - check appropriate box: New Application Continuation Application

What amount of the school day will the student miss in order to be taught at home (in minutes): _____

Please identify the time of day that the student will not be attending school and the subjects that they will miss:

Please indicate the subjects to that will be taught at home and the length of time for which instruction will be provided: _____

Please explain your reason for home schooling your student: _____

Please check if either statement applies to your child:

My child may have a disability which could qualify him/her for state or federal services consistent with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1401 et seq.). Please contact me with further information.

My child has an Individual Education Plan (IEP) under IDEA (20 U.S.C. § 1401 et seq.). My decision to home school does not imply that the public school has not offered a free and appropriate public education. I understand that my decision to home school my child will require the IEP team to address how this will affect the implementation of my child's IEP and possibly revise the IEP.

As they apply to the above named student, I shall comply with state laws and regulations governing the home instruction program in that the student is taught in the subjects prescribed by the State Board of Education in accordance with the law for the same length of time as school-age minors are required by law to be taught in the district schools.

Parent/Guardian Signature: _____ Date: _____

Return this application to the school.

Approval

Principal Signature: _____ Date: _____



Quest Academy
Electronic Meetings Policy
Approved: 08.13.2024

PURPOSE

The purpose of this policy is to establish the means and procedures by which the Board of Directors (the “Board”) may conduct electronic meetings in accordance with the provisions of the Utah Open and Public Meetings Act (the “Act”), including Utah Code Ann. § 52-4-207.

POLICY

Definitions

The Board adopts for application in this policy the definitions in the Act at § 52-4-103.

Electronic Meetings

The Board may, from time to time as needed, convene and conduct electronic meetings. For the purpose of this policy, an “electronic meeting” is defined as a Board meeting that some or all Board members attend through an electronic video, audio, or both video and audio connection, as provided in the Act at § 52-4-207.

The Board will establish one or more anchor locations for an electronic meeting, unless the following two circumstances exist:

All Board members attend the electronic meeting remotely through an electronic video, audio, or both video and audio connection; and

The Board has not received a written request, at least 12 hours before the scheduled meeting time, to provide an anchor location for members of the public to attend in person the open portions of the electronic meeting.

For an electronic meeting where the Board provides an anchor location, the following apply:

The anchor location will be:

The building where the Board would normally meet if they were not holding an electronic meeting;
or

Another location that is reasonably as accessible to the public as the building described in subsection (i) above.

The Board will provide space and facilities at the anchor location so that interested persons and the public may attend and monitor the open portions of the electronic meeting.

If public comments will be accepted during the electronic meeting, the Board will provide space and facilities at the anchor location so that interested persons and the public may attend, monitor, and participate in the open portions of the meeting.

Board members who are able to both hear and verbally participate in the meeting electronically are considered present for purposes of determining the presence of a quorum at an electronic meeting.



The Board shall take all votes by roll call during an electronic meeting, with the exception of a unanimous vote.

Notice

Prior to conducting an electronic meeting, the Board shall provide advance notice of the meeting in accordance with the Act.

Notice shall be provided to all Board members, as well as to members of the public in accordance with the provisions of the Act.

Each notice shall describe the means of communication by which members will be connected to the electronic meeting and, if applicable, the anchor location.



Quest Academy
Electronic Resources Policy
Approved: 08.12.2025



PURPOSE

Quest Academy (the “School”) recognizes the value of computer and other electronic resources to facilitate student learning and help the School’s employees accomplish the School’s mission. The School has therefore made substantial investments to establish a network and provide various electronic resources for its students’ and employees’ use. Because of the potential harm to students and the School from misuse of these resources, the School requires the safe and responsible use of computers; computer networks, including e-mail and the Internet; and other electronic resources. This policy should ensure such safe and responsible use and to comply with Utah Administrative Rule R277-495, Utah Code § 53G-7-227, Utah Code § 53G-7-1001 *et seq.*, the Children’s Internet Protection Act, and other applicable laws.

Electronic Devices

The School recognizes that various forms of electronic devices are widely used by both students and employees and are important tools in today’s society. The School seeks to ensure that using electronic devices, both privately-owned devices and devices owned by the School, does not cause harm or otherwise interfere with the learning, safety, or security of students or employees.

Definitions

“**Electronic device**” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including but not limited to: a cell phone or smart phone, a smart or electronic watch, a tablet, or a virtual reality device.

“**Instructional time**” means the hours during the School day designated by the School for class instruction.

“**Privately-owned electronic device**” means an electronic device that is not owned or issued by the School to a student or employee, including any emerging technology (which includes any device that has or will be able to act in place of or as an extension of an individual’s cell phone).

“**School day**” means the hours that make up the School day according to the School’s schedule.

“**School-owned electronic device**” means an electronic device that is owned, provided, issued, or lent by the School to a student or employee.

“**School-sponsored activities**” means field trips, curricular and extracurricular activities, and extended School-sponsored trips or activities, including School-provided transportation to and from such activities.



Student Use of Electronic Devices

Electronic devices may only be possessed and used by students during the School day and during School-sponsored activities under the following standards:

- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
- Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
- Electronic devices may not be used in ways that violate local, state, or federal laws.
- Privately-owned electronic devices may be used before and after school hours and in the hallways during student passing periods.
- Privately-owned electronic devices may only be used in the classroom at the teacher's discretion and according to standards established by the teacher.
- Students may not leave class to use a privately-owned electronic device.
- Privately-owned electronic devices may not disrupt the class.
- Privately-owned electronic devices may not be used when a student is not in the classroom and classes are in session or during an assembly unless the use is under the direction of a teacher.
- Privately-owned electronic devices must be either turned off or held in a secure place by the teacher, as determined by the individual teacher, during all class quizzes, tests and standardized assessments.

Exceptions

The Principal may give permission for a student to possess and use a privately-owned electronic device for good cause if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

Parents may request that the Principal allow a student to possess and use a privately-owned electronic device on active mode during the School day and during School-sponsored activities, except for during tests and standardized assessments, for good cause, including medical needs or unusual family situations. Students may use a privately-owned electronic device to address a medical necessity.

A student may possess and use a privately-owned electronic device on active mode during the regular School day and during School-sponsored activities, including during assessments, if such an accommodation is specified in a written Section 504 plan, an Individualized Education Plan, or for other legitimate circumstances determined by the Principal.

Privately-owned electronic devices may be possessed and used if an emergency occurs during the limited period of the emergency to protect the safety of a student or School employee, visitor or volunteer. This includes using a privately-owned electronic device to respond to an imminent threat to health or safety of an individual or to respond to a School-wide emergency.



Students may use a privately-owned electronic device during the School day and during School-sponsored activities to use the SafeUT Crisis Line.

Parents may make other individualized requests for exceptions to this policy to the Principal.

Consequences for Violation

A student will receive one warning prior to discipline for violating this policy unless the violation involves cheating or constitutes violating the School's Student Conduct and Discipline Policy or Bullying and Hazing Policy or at the discretion of the Principal. On the second violation of this policy, if the violation involves a privately-owned electronic device, the privately-owned electronic device will be confiscated, labeled, and held in a secure location. The Principal, teachers, and other individuals designated by the Principal may confiscate privately-owned electronic devices under this policy.

Despite the foregoing, a privately-owned electronic device may be confiscated after an initial or other violation of this policy if the violation is deemed serious by the Principal, teacher, or another individual designated by the Principal. Serious violations include but are not limited to a student using a privately-owned electronic device to:

- Threaten, harass, bully, or intimidate another person;
- Access pornography or obscene material;
- Engage in academic dishonesty;
- Participate in criminal behavior; or
- Repeatedly or egregiously disrupt classroom or other School instruction.

An individual other than a student that finds or confiscates a privately-owned electronic device may search the device to determine the device's owner. Students may not search privately-owned electronic devices that do not belong to them. Privately-owned electronic devices used inappropriately may be subject to search by the Principal or other individuals designated by the Principal if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees. School-owned electronic devices may be searched at any time by School officials, with or without cause.

The School is not responsible for loss, damage or theft of any privately-owned electronic devices. The School will reasonably try to notify parents/guardians if the School has confiscated a student's privately-owned electronic device. Parents/guardians who show identification may retrieve confiscated electronic devices during School hours or by appointment. *The School will retain unretrieved privately-owned electronic devices until the end of the School year, at which the devices will be disposed of to ensure that no data stored on the device may be retrieved.*

The Principal may, subject to applicable law, impose additional disciplinary consequences for a student's violation of this policy, considering the violation and other disciplinary actions in which the student has been involved. Such disciplinary actions may include:

- Loss of the privilege to possess or use electronic devices
- Disciplinary letter to the student's parent/guardian placed in the student's file



- Detention
- In-School suspension
- Suspension
- Expulsion
- Loss of the privilege of participating in School-sponsored activities or of receiving honor recognition

The School may contact law enforcement if School employees believe that a student has used an electronic device for a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic devices.

Notice of the Policy

The School will make this policy accessible on the School’s website, including in the same location as the School’s Data Governance Plan required in R277-487.

Complaints about this policy or its enforcement, or complaints about observed behavior regarding this policy, should be addressed in accordance with the School’s grievance policies.

Other Provisions

Picture taking or sound or video recording by students is prohibited in School unless authorized by a teacher or the Principal. Picture taking or sound or video recording by students is prohibited in private areas of the School such as locker rooms, counseling sessions, washrooms, and dressing areas. Violations of this may subject students to discipline, and any suspected illegal activity may be reported to law enforcement.

Students bring privately-owned electronic devices on School property at their own risk. The School is not responsible for lost, stolen or damaged privately-owned electronic devices.

Students are responsible for their privately-owned electronic devices and may be subject to discipline if their device is misused by another.

Parents, guests and visitors to the School may use privately-owned electronic devices at School and at School-sponsored activities only under rules established by the Principal. Such individuals who use the School’s electronic resources, including the School’s equipment, services, or connectivity, whether on or off School property, may not use such resources to access inappropriate material or information.

Internet Safety

It is the School’s policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of



minors; and (d) comply with the Children’s Internet Protection Act (section 254(h) of title 47, United States Code).

Definitions

Key terms are as defined in the Children’s Internet Protection Act.

“Technology Protection Measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

- 1- Obscene, as that term is defined in section 1460 of title 18, United States Code.
- 2- Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
- 3- Harmful to minors.

“Harmful to Minors” means any picture, image, graphic image file, or other visual depiction that:

- 1- Taken as a whole and regarding minors, appeals to a prurient interest in nudity, sex, or excretion;
- 2- Depicts, describes, or represents, in a patently offensive way regarding what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- 3- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

“Sexual Act” and **“Sexual Contact”** have the meanings given such terms in section 2246 of title 18, United States Code.

Access to Inappropriate Material

To the extent practical, the School will employ technology protection measures (or “Internet filters”) to block or filter Internet access to—or other forms of electronic communications containing—inappropriate information over the School’s network or by School-owned electronic devices.

As required by the Children’s Internet Protection Act, blocking shall apply to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Principal or designated representatives.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the School online computer network when using electronic mail, chat rooms, instant messaging, social media, and other forms of direct electronic communications.



As required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called “hacking” and other unlawful activities and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all School employees to educate, supervise and monitor appropriate usage of the School’s online computer network and access to the Internet under this policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act. This includes educating students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. The School will also provide information regarding these matters to parents/guardians.

Student Acceptable Use of School Electronic Resources

The School provides various electronic resources to students. These resources include computers and other electronic devices and related software and hardware and the School’s network and access to the Internet. The School’s goal in providing such electronic resources to students is to enhance the educational experience and promote the accomplishment of the School’s mission.

Electronic resources can provide access to a multitude of information and allow communication with people all over the world. With this access comes the availability of materials that may be inappropriate, unacceptable, of no educational value, or even illegal. The School has initiated safeguards to restrict access to inappropriate materials and use of the Internet and other electronic resources is monitored as well.

To use the School’s electronic resources, students must abide by the rules of acceptable use. Use of the School’s electronic resources is a privilege, and students have no expectation of privacy for their use of the School’s electronic resources.

Students who abuse this privilege by actions such as damaging the School’s electronic resources; violating copyrights; bullying, hazing, intimidation, humiliation, harassment and threats; accessing pornography or other obscene or inappropriate material; inappropriate language; gambling; unauthorized games; hacking; invasion of the reasonable expectations of privacy of students or employees; or other unauthorized or inappropriate use, will be subject to discipline. Violation of policies and rules regarding the School’s electronic resources may also result in confiscation of School-issued devices and denial of access to the School’s electronic resources. This may cause missed assignments, inability to participate in required assignments and assessments, and possible loss of credit or academic grade consequences.

The School may contact law enforcement if School employees believe that a student has used School electronic resources for a violation of criminal law, and criminal penalties may arise from



inappropriate use of electronic resources. This applies to use of the School's electronic resources at any time and place, whether on or off School grounds.

Students are personally responsible for School electronic resources provided to them and the students and their parents/guardians may be held responsible for loss or damage to such electronic resources.

Parents play an important role in helping students understand what constitutes acceptable use.

The Principal shall ensure that additional rules and procedures regarding students' use of the School's electronic resources are established and communicated to students and their parents/guardians. The Principal shall ensure that students receive appropriate training regarding these rules and procedures.

Staff Acceptable Use of School Electronic Resources

Improper use of the School's electronic resources by employees has the potential to negatively impact students, damage the School's image, and impair the School's electronic resources. Therefore, this policy shall govern employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment.

At-Will Employment

Nothing in this policy creates additional rights for any employee or to otherwise alter or amend the at-will nature of the employment relationship between the School and any employee.

The School's Rights

It is the School's policy to maintain an environment that promotes safe, ethical and responsible conduct in all activities involve the use of the School's electronic resources. The School recognizes its legal and moral obligation to protect the well-being of students and to preserve the integrity of its electronic resources. The School's rights with its electronic resources include but are not limited to:

1. All data, files, programs, and materials downloaded with or used, sent, received, or stored upon the School's electronic resources are the School's property, and the School may deal with such items as it deems appropriate.
2. The School may log network use and monitor server space utilization by users and assumes no responsibility or liability for files deleted due to violation of server space allotments.
3. The School may remove a user account on the network with or without notice.
4. The School may monitor all user activities on the School's electronic resources, including but not limited to real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
5. The School may provide internal and external controls of network usage, including but not limited to restricting online destinations through software or other means.



6. The School may limit or restrict, with or without notice, access to the School's electronic resources for those who do not abide by this policy or other direction governing using the School's electronic resources.
7. The School may determine, in its sole discretion, what materials, files, information, software, communications, and other content or activity are permitted or prohibited.
8. The School may delete or remove, with or without notice, any files, programs, data or other materials from the School's electronic resources.
9. The School may provide additional policies or guidelines regarding acceptable use of electronic resources.

Employees' Responsibilities Regarding Students' Use of Electronic Resources

Employees who supervise students, control electronic resources, or otherwise have the ability to observe student use of School electronic resources shall educate students on appropriate use of the School's electronic resources. Such employees shall reasonably try to monitor such use to ensure that it is consistent with applicable rules. Employees should make reasonable efforts to become familiar with the Internet and using the School's electronic resources to help ensure effective monitoring, instruction, and assistance.

User Responsibilities

Use of the School's electronic resources is a privilege intended to help employees fulfill their responsibilities and promote the School's mission. To maintain this privilege, users must agree to comply with this policy. Users aware of any violation of this policy by any employee must report the violation to the Principal. Employees are responsible for any School electronic resources issued to them and may be held responsible for any inappropriate use, regardless of the user.

Employees may use privately-owned electronic devices at School or at School-sponsored activities under rules and procedures established by the Principal. Employees may not use privately-owned electronic devices at School or at School-sponsored activities to access inappropriate matter.

Violation of this policy is grounds for discipline, up to and including termination. The School may also notify law enforcement, and such actions may subject an employee to criminal penalties.

Acceptable Use

Standards for acceptable use of the School's electronic resources include but are not limited to:

1. All use of the School's electronic resources, including but not limited to computers and other electronic devices, use of e-mail, and network and Internet access must be consistent with the School's mission.
2. Network accounts are to be used only by the authorized user of the account for the authorized purpose.
3. Users must try to protect the privacy of students, School employees and other members of the School community and must strictly maintain the confidentiality of information regarding such individuals.



4. Use of the School's electronic resources, whether inside or outside the School, must comply with the School's employee handbook, as established from time to time.
5. Employees must comply with applicable copyright laws, ethical rules, and other applicable laws and regulations.
6. Users must exercise appropriate judgment and common sense when transporting files to and from school, remembering copyright and other legal issues, and ensuring the non-School files that are being transferred are employing appropriate virus-control technologies.
7. Users must exhibit professionally appropriate behavior when using the School's electronic resources in order to professionally represent and preserve the image the School.
8. Users must take reasonable precautions to protect the School's electronic resources to reduce repair costs, maintain the integrity of the network, and protect the School's assets. Employees who damage School electronic resources may be financially responsible for the cost of repair or replacement.
9. From time to time, the School will make determinations on whether specific uses of the School's electronic resources follow the intent of this policy.

Unacceptable Use

The following uses of the School's electronic resources are prohibited:

1. Excessive use of the School's electronic resources for personal matters. "Excessive use" includes but is not limited to use of electronic resources in a manner that interferes with an employee's performance of work-related responsibilities or with the functioning of the School's electronic resources.
2. Use of the School's electronic resources in connection with social networking sites for non-academic purposes is prohibited.
3. Use of the School's electronic resources for commercial or for-profit purposes.
4. Use of the School's electronic resources for product advertisement or political lobbying.
5. Personal electronic devices may only be connected to the School's network with appropriate authorization.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or impersonating or misrepresenting other users of the School's network.
7. Unauthorized use or disclosure of personal student information in violation of R277-487 and the Family Educational Rights and Privacy Act, 34 CFR, Part 99.
8. Use of the School's electronic resources in a manner that disrupts the use of the network by others.
9. Destroying, modifying, or abusing the School's electronic resources.
10. Use of the School's electronic resources to threaten or impair the integrity or security of the network.
11. Use of the School's electronic resources for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.
12. Downloading or installation of any software, including shareware and freeware, for use on the School's electronic resources without the approval of the Principal or designee.



13. Use of any software on the School's electronic resources in violation of the license or use agreement.
14. Use of the School's electronic resources to access, process, store, send or receive pornographic, sexually explicit or otherwise inappropriate material (as determined by the Principal).
15. Use of the School's electronic resources for downloading entertainment software, files or other material not related to the mission of the School. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the School.
16. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of federal copyright law.
17. Use of the School's electronic resources for any unlawful purpose.
18. Use of the School's electronic resources to intentionally access, process, store, send or receive materials containing profanity, obscenity, racist terms, or other harassing, abusive, intimidating, threatening, discriminatory or otherwise offensive language or images.
19. Use of the School's electronic resources for playing games unless it is for instructional purposes or otherwise approved by the Principal or designee.
20. Participating in activities, including but not limited to the preparation or dissemination of content, which could damage the School's professional image, reputation and/or financial stability.
21. Permitting or granting access to the School's electronic resources, including but not limited to granting use of an e-mail or network account or password, to another individual, including but not limited to someone whose access has been denied or terminated.
22. Portable data storage devices may only be used to backup or transport files and data between computers and use of such devices for the operation of unauthorized portable applications is prohibited.
23. Establishing connections to live communications, including text, voice, or video, may only be done in a manner approved by the Principal or designee.
24. Malicious use of the School's electronic resources to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system.

Disclaimer

1. The School cannot be held responsible for information that is retrieved via the network.
2. Under the Electronic Communications Privacy Act of 1986 (18 U.S.C. § 2510, et seq.), notice is hereby given that there are no facilities provided by the School's system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.



3. The School is not responsible for any damage users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the School's negligence or your errors or omissions.
4. Use of any information obtained is at the user's own risk.
5. The School makes no warranties (expressed or implied) regarding:
 - The content of any advice or information received by a user, or any costs or charges incurred because of seeing or accepting any information;
 - Any costs, liability, or damages caused by the way the user uses his or her access to the network.
6. The School reserves the right to change its policies and rules at any time.

Privacy

Use of and access to the School's electronic resources is provided to employees as a tool for the School's business. The School reserves the right to monitor, inspect, copy, review, store or remove without prior notice, any and all usage of the School's electronic resources such as the network and the Internet, including but not limited to e-mail, and any and all materials, files, information, software, electronic communications, and other content transmitted, received or stored with this usage. All such information, content, and files are the property of the School. Employees should have no expectation of privacy regarding them. Network administrators may review files and intercept communications, including but not limited to maintaining system integrity and ensuring employees are using the system consistently with this policy.

Training

The School will provide, within the first 45 days of each school year, a School-wide or in-classroom training to employees and students that covers:

- The contents of this policy;
- The importance of digital citizenship;
- The School's conduct and discipline related consequences as related to a violation of this policy;
- The School's general conduct and discipline policies;
- The benefits of connecting to the Internet and utilizing the School's Internet filters while on School property; and
- Any specific rules governing the permissible and restricted uses of privately-owned electronic devices while in a classroom.

Each educator who allows the use of a privately-owned electronic device in the classroom must clearly communicate to parents and students the conditions under which the use of such a device is allowed.

The School will provide an annual notice to all parents of the location of information for in-home network filtering options (<https://consumerprotection.utah.gov/edu/filtering.html>) as provided for in Utah Code 76-5c-402.

This policy will be reviewed regularly to ensure that it continues to meet the School's needs.





**Staff Acceptable Use of School Electronic Resources
Acknowledgement of Receipt and Understanding**

I certify I have read and fully understand the contents of the School’s policies regarding use of the School’s electronic resources. I have been given the opportunity to discuss any information contained in the policies or any concerns I may have. My employment and continued employment are based in part upon my willingness to abide by and the School’s policies, rules, regulations and procedures. The School reserves the right to modify or amend its policies without prior notice. These policies create no promises or contractual obligations between the School and its employees and that my employment with the School continues to be at will. My signature below certifies my knowledge, acceptance and adherence to the School’s policies, rules, regulations and procedures regarding its electronic resources. Violation of these policies may be grounds for discipline, up to and including termination.

Employee Signature

Employee Name

Date





QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Employee Breastfeeding *Administrative Procedures*

Quest Academy (the “School”) supports its employees who need to breastfeed or express milk for their child during normal work hours. The School will follow Utah Code § 34-49-101 *et seq.* with respect to nursing mothers in the workplace. All School employees who are nursing mothers will be provided the following accommodations unless doing so would create an undue hardship for the School:

- For at least one year after the birth of the employee’s child, reasonable breaks each time the employee needs to breastfeed or express milk. If possible, such breaks will run concurrent with any other break period otherwise provided to the employee.
- A private room or other location in close proximity to the employee’s work area in which to breastfeed or express milk. The room or location will not be a bathroom or toilet stall but will be a room or location that is clean, sanitary, and available during the employee’s designated breaks, and that has an electrical outlet.
- Access to a clean and well-maintained refrigerator or freezer for the temporary storage of the employee’s breast milk.

Employees who are nursing mothers should contact the School’s Principal. The Principal will consult with the employee to determine the employee’s break times. The Principal will also explain to the employee specifics about how the School will comply with the accommodation requirements described above.

QA Employee Breastfeeding
ADMIN Procedures
Last Updated: 3-05-19



Quest Academy Employee Compensation During School Closure & Other Extraordinary Circumstances Policy



POLICY

[School name]’s (the “School”) Board of Directors (the “Board”) adopts this policy in order to authorize compensation to employees during school closure and other temporary extraordinary circumstances when employees are not able to perform all of the duties that they would normally be assigned to do and/or work all of the hours they would normally be scheduled to work in exchange for their agreed-upon compensation.

The Board delegates to the Director the authority to assess all relevant factors, including but not limited to the anticipated availability and security of state and federal funding over the short and long term, and implement this policy when the situation warrants.

This policy may be applied retroactively.

Continued Employment and Compensation

The Board recognizes that closures and other temporary extraordinary circumstances impact normal school operations in many different ways, some of which are not foreseeable. The School nonetheless intends to keep employees employed and engaged in serving the School’s students to the maximum extent possible during such circumstances. The School also desires to pay employees in full, as provided for in their employment agreements, to the maximum extent possible during such circumstances, including by providing paid time off when necessary.

Paid Time Off

Criteria for Paid Time Off

All of the following criteria must be met before paid time off may be given to an employee under this policy for any portion of an employee’s compensation:

- The employee and the Director or the Director’s designee have explored all reasonable alternatives for the employee to provide services in connection with their current position(s) and have determined that there are none;
- The employee and the Director or the Director’s designee have determined that the employee has completed all possible training and professional development opportunities that can be conducted online or through self-directed opportunities; and
- The employee and the Director or the Director’s designee have determined that there are no other reasonable work opportunities available for the employee—including work opportunities in other programs and work from home.



Substitute teachers are not eligible for paid time off under this policy. However, the school will explore opportunities for substitute teachers to provide services for their regular rate of pay during a closure or other extraordinary circumstances.

Documentation

For each employee receiving paid time off under this policy, the Director and the employee will identify the expectations for what duties the employee will perform, the hours the employee will work, and the amount of paid time off the employee will receive.

Other Paid Time Off and Leave

This policy does not apply to or affect other paid time off or leave an employee may receive or be eligible for under other School policies or applicable law.

Compensation Expenditures Charged to Federal & State Grants & Programs

Compensation-related expenditures for employees who qualify for paid time off under this policy will be charged to the employee's regular position and program. This includes compensation-related expenditures for Federal and State grants and programs.

Only the portion of the employee's compensation that would normally be associated with a program will be charged to such program. Compensation charged to a program during extraordinary circumstances, including paid time off under this policy, will be calculated based upon the employee's employment agreement and normal average hours per day/week the employee worked before the extraordinary circumstances occurred.

If an employee is not able to complete all of his or her normal average hours by working in the employee's regular position and program but is able to make up the difference by working in a different program, the School will charge the employee's compensation to both programs in accordance with the hours the employee worked in each program. However, the employee will not be compensated beyond the normal average hours that the employee worked before the extraordinary circumstances began.

Notwithstanding the foregoing, if an employee receives paid time off under this policy and that paid time off is charged to the employee's regular position and program, the employee may not be compensated for additional time worked in another program.

Maximum Compensation

The School will pay employees in full, as provided in employment agreements, for all work performed under extraordinary circumstances, including any overtime as required by law.

However, paid time off under this policy is intended to make employees whole and reduce the financial burden caused by the extraordinary circumstances. This policy is not intended to provide an employee with a windfall.



Therefore, an employee's total compensation that includes paid time off under this policy may not exceed the amount provided for in the employee's employment agreement and may not exceed what the employee typically earned prior to when the extraordinary circumstances began.

The School will treat all employees the same under this policy, regardless of whether they are compensated through Federal or State grants or programs.

QA Employee Compensation During School Closure Policy
Board Approval Date: 05-06-20



Quest Academy Employment Policies – Bereavement Leave, Comp Time, & Excessive Absences



POLICY:

Bereavement Leave

1. One day paid bereavement leave following the death of a grandparent/step-grandparent.
2. Two days paid bereavement leave following the death of a parent/step-parent, sibling/step-sibling and grandchildren/step-grandchildren.
3. Three days paid bereavement leave following the death of a spouse or child/step-child.

Comp Time

Employees who are not exempt under the Fair Labor Standards Act must receive permission from the administration if their weekly hours worked will exceed forty (40). Such non-exempt employees may choose to earn comp time, as opposed to time and a half pay, if their weekly work hours exceed forty (40). Comp time is earned at a rate of 1 ½ hours for every hour worked over forty (40) in a week.

Comp Time Accrual – Comp time will be logged and initialed by the administration. An employee may not have a comp time balance that exceeds twenty (20) hours. The employee must ensure that any accrued comp time is used (a) prior to the end of the academic calendar year for employees who work only the calendar year and (b) prior to the beginning of the next school year for employees who work year round.

Comp Time Use – Accrued comp time must be used prior to an employee using paid time off (PTO) or leave without pay and must follow the school's leave request policy.

Excessive Absences

Consistency is critical to creating an optimal learning environment. Except for instances identified in the Family Medical Leave Act, and medical emergencies corroborated by a doctor, an employee should not have absences that exceed 5% of the days that school has been in session for that calendar year. For example, if school has been in session 50 days, an employee should not have been absent more than 2.5 days. Administration will take appropriate corrective action if an employee's absences become excessive.

QA Employment Policies
REVISION A
Board Approval Date: 1-08-13



Employees Engaging in Private Activities Related to Public Education Administrative Procedures

Purpose

Quest Academy (the “School”) recognizes that its employees may have opportunities to engage with students in private activities related to public education that are not sponsored by the School. The School supports its employees participating in such activities so long as they are done appropriately.

These procedures are intended to help ensure that any private, but public education-related activity involving School employees is conducted in a manner that complies with state law and rules, including R277-107, and maintains the integrity of the public education system. These procedures outline expectations for School employees who sponsor or participate in private activities related to public education and delineate boundaries between public employment and private enterprise.

Definitions

For purposes of these procedures:

“Employee” means a person who is employed on a full-time, part-time, or contract basis by the School.

“Private, but public education-related activity” means any type of private activity for which:

- a. An employee of the School receives compensation; and
- b. The principal clients are students at the School.

“Private, but public education-related activity” may include:

- a. Tutoring;
- b. Lessons;
- c. Clinics;
- d. Camps; or
- e. Travel opportunities.

General Rules for School Employee Participation in Private, But Public Education-Related Activities

Employees may participate in a private, but public education-related activity in accordance with R277-107 and these procedures.

1. Separation of Private and Public Roles



- a. Employees who participate in a private, but public education-related activity must ensure that such participation is separate and distinguishable from their employment with the School. For example, such employees may not:
 - i. Contact students at the School during School hours to promote such private activities; or
 - ii. Use student education records, School resources, or information gained through employment with the School in connection with such private activities, unless that information is readily available to the general public.

2. Prohibited Use of School Time and Resources

- a. Employees who participate in a private activity or a private, but public education-related activity may not use School time or resources to:
 - i. Discuss, promote, or prepare for such private activities; or
 - ii. Organize or advertise such private activities.

3. Permissible Activities by Employees

- a. Employees who participate in a private, but public education-related activity may:
 - i. Offer such private activities to students outside of regular School hours;
 - ii. Discuss such private activities with students or parents outside of the classroom and regular School hours;
 - iii. Use student directories or online resources which are available to the general public; or
 - iv. Advertise or promote such private activities in accordance with the rules in R277-107-3 and -4, including in School publications that allow commercial advertising.

4. Equity and Access

- a. Employees may not condition credit or participation in a School program or activity on a student's participation in such activities as clinics, camps, private programs, or travel activities that are not equally and freely available to all students.
- b. Employees may not state or imply to any person that participation in a regular School activity or program is conditioned on participation in a private activity.

5. Student-Initiated Educational Opportunities

- a. Nothing in these procedures prohibit students from requesting or petitioning the School for academic credit for educational experiences obtained outside of School consistent with School policy and applicable state law.

6. Contracts Governing Private, But Public Education-Related Activities



- a. Contracts between an employee and a sponsor of a private, but public education-related activity shall be signed by the employee and include the acknowledgments set forth in R277-107-6.
- b. An employee shall provide the School with a signed copy of all contracts between the employee and a sponsor of a private, but public education-related activity. The School shall maintain a copy of such contracts in the employee's personnel file.



Quest Academy Enrollment & Lottery Policy



PURPOSE

Quest Academy (the “School”) believes that it is important to conduct its lottery and the enrollment of students in a fair, consistent, and legal manner. This policy is intended to establish the guidelines for how these processes will be handled.

POLICY

The School will follow applicable laws in connection with its lottery and the enrollment of students, including Utah Code § 53A-1a-506.5 and R277-472-5 regarding notifying prospective students and parents and enrolling students.

Application

Students will apply for admission to the School electronically or by completing a paper application provided by the School to be placed into an electronic database.

The applications of students that are not accepted will be purged prior to each new open enrollment period rather than carried over to the following year, so new applications must be submitted each year for students seeking admission to the School.

In order to determine how many spots will be available the following year, students who are enrolled in the School will be asked, prior to each open enrollment period, to indicate whether they intend to attend the School the following year. Currently enrolled students are not required to submit an application each year.

Lottery

In the event that more students apply during an enrollment period than there are available spots in any given grade, as determined by the Principal, students will be selected by a computer-generated random-draw lottery in accordance with state guidelines.

Open Enrollment

The School will begin accepting applications in approximately December of the prior year. The first lottery will be held in January or February of each year. Additional lotteries will be held as needed until the desired enrollment numbers are reached.

The open enrollment period will remain open and the School will continue to accept applications until all available spots have been filled. The School may, at the Principal’s discretion, continue to enroll students from the lottery throughout the school year to fill spots that open when students withdraw.



The School will publicize on its website the dates of enrollment periods so that all interested parents will have an opportunity to submit an application for their student(s).

Preferential Enrollment

In accordance with Utah Code § 53G-6-502, the following students shall receive preference in the School's lottery in the following order:

- a child of an employee of the School;
- a child or grandchild of a member of the School's Board of Directors;
- a sibling of an individual who is presently enrolled in the School.

Such students shall not, however, be given priority notice or guaranteed admission to the School.

The School shall not give preference to any student and shall not make any enrollment decision on any basis prohibited by state or federal law, including federal civil rights laws and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"). Specifically, the School shall not request any student data of applicants other than their name, grade level, and parent contact information prior to the lottery.

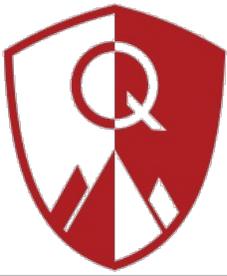
Past Disciplinary Issues

Any student seeking enrollment in the School who was suspended for ten (10) days or more from another school for disciplinary reasons within the previous twelve (12) months shall not be admitted to the School until a thorough review of the student's prior conduct is evaluated by the School's administration. In accordance with Utah Code § 53G-8-205(3), the School may deny admission to the School to students who were expelled from the School or any other school during the preceding twelve (12) months. In addition, consistent with Utah Administrative Code Rule R277-472-6, the School may deny admission to the School to students who have disciplinary procedures pending at their previous school until previous allegations have been resolved.

Parents of students seeking admission to the School must disclose to the School information about their student's past serious disciplinary actions and criminal convictions. If this information is not disclosed in connection with a student's application for enrollment in the School and is discovered after the student is enrolled in the School, the student may be immediately suspended until the School's administration investigates the matter and reaches a final disciplinary decision in accordance with School policy. Situations involving students receiving special education and related services under the IDEA shall be handled in a manner consistent with applicable laws and School policy.

QA Enrollment & Lottery Policy
REVISION A
Board Approval Date: 8-11-20





QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Equipment Acquired with Federal Funds *Administrative Procedures*

Quest Academy (the “School”) will use, manage, and dispose of equipment acquired with federal funds in accordance with applicable federal law, including 2 CFR 200.313(c)-(e).

Management Requirements

With respect to managing equipment acquired in whole or in part with federal funds, the School will:

- a. Maintain property records that include:
 - i. A description of the equipment;
 - ii. A serial number or other identification number for the equipment;
 - iii. The source of funding for the equipment;
 - iv. Who holds title to the equipment;
 - v. The date the equipment was acquired by the School;
 - vi. The cost of the equipment;
 - vii. The percentage of participation in the project costs for the federal award under which the equipment was acquired;
 - viii. The location of the equipment;
 - ix. The use and condition of the equipment; and
 - x. Any ultimate disposition data with respect to the equipment, including the date of disposal and sale price of the equipment.
- b. Take physical inventory of the equipment and update/reconcile the property records accordingly at least once every two years.
- c. Develop and implement a control system that will provide adequate safeguards to prevent loss, damage, or theft of the equipment.
- d. Investigate any loss or damage to or theft of the equipment.
- e. Regularly maintain and/or service the equipment to help ensure the equipment remains in good condition.
- f. If authorized or required to sell the equipment, engage in a sales process that will help ensure the School receives the highest possible return on the sale of the equipment.

Use and Disposition Requirements

Regarding the use and disposition of equipment acquired with federal funds, the School will follow the requirements in 2 CFR 200.313(c) and (e).

QA Equipment Acquired with Federal Funds
ADMIN Procedures
Last Updated: 1-03-21



Quest Academy E-Rate Gift Policy



It is the policy of Quest Academy (the “School”) to comply with the gift rules outlined in the FCC’s 6th Report and Order. Specifically, as an E-Rate applicant, the School and its employees and agents will not solicit or accept any gift or other thing of value from a service provider participating in or seeking to participate in the E-Rate program. This policy is applicable at all times. Notwithstanding the foregoing, this policy is not intended to discourage charitable giving.

QA E-Rate Gift Policy
Board Approval Date: 9-10-13





Quest Academy E-Rate Procurement Policy

In selecting service providers for all eligible goods and/or services for which Universal Service Fund (“E-Rate”) support will be requested, Quest Academy (the “School”) shall:

Make a request for competitive bids for all eligible goods and/or services for which E-Rate support will be requested and comply with all applicable state procurement processes.

Wait at least twenty-eight (28) days after the posting date of the FCC Form 470 on the USAC Schools and Libraries website before making commitments with the selected service providers.

Consider all bids submitted and select the most cost-effective service offering, with price being the primary factor considered.

Maintain control over the competitive bidding process; shall not surrender control of the process to a service provider participating in the bidding process; and shall not include service provider contact information on the FCC Forms 470.

If a situation is not addressed by this policy, the School will follow 47 C.F.R., section 54.503.

QA E-Rate Procurement Policy
Board Approval Date: 9-10-13



Quest Academy E-Rate Record Retention Policy



It is the policy of Quest Academy (the “School”) to retain all e-Rate records for a period of five (5) years after the last date of service in accordance with FCC Fifth Report and Order (Para. 47, FCC 04-190, Adopted August 4, 2004).

QA E-Rate Record Retention Policy
Board Approval Date: 9-10-13





Quest Academy Ethics Policy

Quest Academy (the “School”) adopts this policy to ensure that individuals associated with the School, including Board Members and employees, conduct themselves consistent with high standards of ethics and with applicable law.

Any allegation of a violation of this policy should be reported to the School’s Board of Directors under the School’s Staff Grievance Policy or Parent Grievance Policy. The Board will ensure that all allegations of ethics violations are promptly investigated and that appropriate action is taken based on the results of the investigation.

No Board Member or School employee may violate Utah Code 76-8-105, which precludes the solicitation or receipt of a bribe.

No Board Member or School employee may violate the Utah Public Officers’ and Employees’ Ethics Act (Utah Code 67-16-1, et seq.), which, among other requirements, precludes Board Members and School employees from:

(a) accepting employment or engaging in any business or professional activity that he/she might reasonably expect would require or induce him/her to improperly disclose controlled information that he/she has gained by reason of his/her official position;

(b) disclosing or improperly using controlled, private, or protected information acquired by reason of his/her official position or in the course of official duties in order to further substantially his/her personal economic interest or to secure special privileges or exemptions for himself/herself or others;

(c) using or attempting to use his/her official position to:

- (i) further substantially his/her personal economic interest; or
- (ii) secure special privileges or exemptions for himself/herself or others;

(d) accepting other employment that he/she might expect would impair his/her independence of judgment in the performance of his/her public duties;

(e) accepting other employment that he/she might expect would interfere with the ethical performance of his/her public duties; or

(f) except as otherwise allowed in the law, knowingly receiving, accepting, taking, seeking, or soliciting, directly or indirectly for himself/herself or another a gift of substantial value or a substantial economic benefit tantamount to a gift:



(i) that would tend improperly to influence a reasonable person in the person's position to depart from the faithful and impartial discharge of the person's public duties;

(ii) that he/she knows or that a reasonable person in that position should know under the circumstances is primarily for the purpose of rewarding him/her for official action taken; or

(iii) if he/she recently has been, is now, or in the near future may be involved in any governmental action directly affecting the donor or lender, unless a disclosure of the gift, compensation, or loan and other relevant information has been made in the manner provided in Utah Code 67-16-6.

Licensed educators of the School must comply with Utah Educator Standards at R277-515-3 pertaining to the ethical conduct required of all licensed educators in Utah.

QA Ethics Policy
Board Approval Date: 9-10-13





QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Family Educational Rights and Privacy Act Notice of Directory Information

Directory Information

The Family Educational Rights and Privacy Act (“FERPA”), a federal law, requires that Quest Academy (the “School”), with certain exceptions, obtain a parent or eligible student’s (eligible students are students 18 years of age or older) written consent prior to the disclosure of personally identifiable information (“PII”) from a student’s education records. However, the School may disclose appropriately designated “directory information” without written consent, unless a parent or eligible student has advised the School to the contrary in accordance with School procedures.

Purpose of Directory Information

The primary purpose of directory information is to allow the School to include information from a student’s education records in certain school publications. Examples include:

- A playbill, showing a student’s role in a drama production;
- The annual School yearbook;
- Honor roll or other recognition lists;
- Graduation/promotion programs; and
- Sports programs or activity sheets showing the weight and/or height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent or eligible student’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Military Recruiters and Institutions of Higher Education

In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (the “ESEA”), to provide military recruiters and institutions of higher education, upon request, with secondary student names, addresses and telephone listings unless parents or eligible students have advised the LEA that they do not want such information disclosed without their prior written consent. *See* Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

Opting Out

If a parent or eligible student does not want the School to disclose any or all of the types of information designated below as directory information from the student’s education records without prior written consent, the parent or eligible student must so notify the School in the “Notice for Directory Information” Section in the student’s Registration Packet **prior to** submitting the Registration Packet to the School.



What Information is Designated as Directory Information?

The School has designated the following student information as directory information:

- Name;
- Photograph;
- Grade level;
- Participation in officially recognized activities and sports;
- Degrees, honors, and awards; and
- Parent names and contact information.

QA FERPA Notice of Directory Information
Last Updated: 9-29-21





Family Educational Rights and Privacy Act Notification of Rights

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students 18 years of age or older (“eligible students”) certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Quest Academy (the “School”) receives a request for access. A parent or eligible student should submit to the School Principal/Director a written request that identifies the record(s) the parent or eligible student wishes to inspect. The School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request an amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School Principal/Director, clearly identify the part of the record they want changed, and specify why it should be changed.

If the School decides not to amend the record as requested, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the School discloses personally identifiable information (“PII”) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the School in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the School’s board of directors; contractors, consultants, volunteers, and other outside parties to whom the School has outsourced institutional services or functions that the School would otherwise use its own employees to perform and who is under the direct control of the School and subject to the same conditions governing the use and redisclosure of education records that apply to other school officials, such as an attorney, auditor, therapist, medical consultant, or education service



provider; or a parent, student, or other School volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the school official needs to review an education record in order to fulfill his or her professional responsibilities for the School.

Upon request, the School may also disclose education records without a parent or eligible student's prior written consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Please refer to the list on the following page for a summary of disclosures schools may make without receiving prior written consent from a parent or eligible student.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Disclosures Schools May Make Without Prior Written Consent

FERPA permits the disclosure of PII from students' education records without consent of the parent or eligible student if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. A school may disclose PII from the education records of a student without obtaining prior written consent from a parent or eligible student as follows:

- To other school officials, including teachers, within the school whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1)-(a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled, if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State Education Agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may



make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

QA FERPA Annual Notification of Rights
Last Updated: 10-02-18



Quest Academy Family Education Rights & Privacy Act Policy

Approved: 12.10.2024



PURPOSE

The purpose of this policy is to protect the privacy of Quest Academy (the “School”) students and their families in accordance with applicable law.

POLICY

The School shall protect the privacy of its students and their families and shall support parental involvement in the education of their children by complying with state and federal laws concerning family educational rights and privacy, including but not limited to the federal Family Educational Rights and Privacy Act (“FERPA”) and Utah Code § 53E-9-201 *et seq.*

Activities Prohibited Without Prior Written Consent

Prior Written Consent Requirement

Any School employee or agent who plans to administer to a student in any grade any psychological or psychiatric examination, test, or treatment, or any survey, analysis or evaluation that has the purpose or evident intended effect of causing the student to reveal information, whether the information is personally identifiable or not, concerning the student’s or any family member’s:

- (a) political affiliations or, except as provided under Utah Code § 53G-10-202 or rules of the Utah State Board of Education, political philosophies;
- (b) mental or psychological problems;
- (c) sexual behavior, orientation, gender identity, or attitudes;
- (d) illegal, anti-social, self-incriminating, or demeaning behavior;
- (e) critical appraisals of individuals with whom the student or family member has close family relationships;
- (f) religious affiliations or beliefs;
- (g) legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; or
- (h) income, except as required by law;

shall obtain prior written consent from the student's parent or guardian at least two (2) weeks before the test/treatment/survey/analysis/evaluation is administered or the information listed above is sought, unless the employee or agent must seek this type of private information due to an emergency, or unless a student spontaneously discloses the information.

The prohibitions above also apply within the curriculum and other School activities.



If the School chooses to administer any of the surveys listed below, the School shall, on an annual basis, obtain prior written consent for the survey(s) from students' parents or guardians at the time students register with the School:

- (a) surveys related to an early warning system described in Utah Code § 53F-4-207;
- (b) surveys that include social emotional learning questions; and
- (c) The school climate survey described in Utah Code § 53G-8-802.

Parental Notice and Consent Checklist

For a consent from a student's parent or guardian to be valid, the consent must be in writing and signed. In addition, prior to the written consent being signed by a parent or guardian, a written notice shall be given to the parent or guardian that includes:

- (a) notice that the parent has a reasonable opportunity to obtain written information concerning:
 - (i) relationships and other information that may be examined or requested in the test, treatment, survey, analysis, or evaluation to be administered;
 - (ii) how the test, treatment, survey, analysis, or evaluation will be administered;
 - (iii) why (*i.e.*, the purpose) the test, treatment, survey, analysis, or evaluation is needed; and
 - (v) who will have access to the information gathered from the test, treatment, survey, analysis, or evaluation to be administered;
- (b) if it is a survey that is to be administered, notice:
 - (i) that a copy of the survey is available at the School and online (a link to the survey shall be included in the notice);
 - (ii) of the intended purpose and use of the data collected through the survey;
 - (iii) of the types of persons or governmental entities that share the data collected from the survey (including a list of recipients who will receive the student-level data), or receive the data collected from the survey from a governmental entity on a regular or contract basis; and
 - (iv) of the record series as defined in Utah Code § 63G-2-103 in which the data is or will be included, if applicable.

A general consent used to approve admission to School or involvement in special education, remedial education, or a School activity **does not constitute written consent for these purposes.**

Duration of Parental Authorization

Unless otherwise agreed to by a student's parent or guardian and the person requesting written consent, the authorization is valid only for the activity for which it was granted. However, a written withdrawal of authorization submitted to the School Principal by the authorizing parent or guardian terminates the authorization.

Waiver of Parental Notice Period



A parent or guardian may waive the 2-week notice period by signing and returning a written waiver to the School.

Well-Being of a Student

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

Risk of Suicide

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

- (a) referring the student to appropriate prevention services; and
- (b) informing the student's parent or guardian.

Student Education Records Management

Inspecting and Reviewing Education Records

Parents or guardians have the right to inspect and review their student's education records, subject to certain exceptions. If the education records of a student contain information on more than one student, the parent or guardian may inspect and review or be informed of only the specific information about their student.

- The Principal will grant a request by a parent or guardian for access to the education records of their child within a reasonable period of time, but in no case more than forty-five (45) days after the request has been received by the School.

Amending Education Records

Parents or guardians have the right to challenge and request the School to amend any portion of their student's education record that they believe is inaccurate, misleading, or in violation of the privacy rights of the student.

- The Principal shall consider the request and decide whether to amend the records within a reasonable amount of time. If the Principal decides not to amend the record as requested, the Principal shall inform the parent or guardian of the decision and of their right to a hearing.
- Upon request of a parent or guardian, the School shall provide an opportunity for a hearing to challenge the content of the student's education records on the grounds that the



information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.

- Such hearing shall be informal and shall be conducted by an individual who does not have a direct interest in the outcome of the hearing.
- If, as result of the hearing, the School decides that the challenged information is inaccurate, misleading, or in violation of the privacy rights of the student, the record should be amended accordingly and the parent or guardian informed in writing.
- If, as result of the hearing, the School decides that the challenged information is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or guardian of their right to place a statement in the record, commenting on the challenged information in the record or stating why they disagree with the decision. Any such document must remain with the contested part of the record for as long as the record is maintained, and shall be disclosed whenever the portion of the record to which the statement relates is disclosed.

Disclosing Education Records

The School shall not disclose personally identifiable information from a student's education records without first obtaining parental consent, except as provided by law. Such exceptions under FERPA include, but are not limited to, disclosures:

- To School officials within the School who have a legitimate educational interests;
- To a contractor, consultant, volunteer or other party to whom the School has outsourced a service or function provided that the outside party::
 - Performs an institutional service or function for which the School would otherwise use employees;
 - Is under the direct control of the School with respect to the use and maintenance of education records; and
 - Is subject to the requirements of 34 CFR § 99.33(a) governing the use and redisclosure of personal identifiable information from education records.
- To an authorized caseworker or other representative of the Department of Health and Human Services, but only as described in Utah Code § 53E-9-308(3);
- To other schools that have requested the records and in which the student seeks or intends to enroll, or where the student is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer;
- In response to valid court orders or subpoenas;
- To appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals;
- To officials in the juvenile justice system as permitted by law;
- To the Comptroller General of the United States, the Attorney General of the United States, the Secretary, or State and local educational authorities in connection with an audit and evaluation of federally or state supported education programs, or for the enforcement of, or compliance with, federal legal requirements relating to those programs;
- To the applicable entities/agencies within the Department of Homeland Security for foreign students attending the School under a visa; or



- To the Attorney General of the United States in response to an *ex parte* order in connection with the investigation or prosecution of terrorism crimes.

The School may disclose a student's directory information without parental consent for appropriate reasons if it has given the parent or guardian proper annual notice of their right to request that their student's directory information not be released by the School and the parent or guardian has not notified the School that they do not want the student's directory information to be released.

- The following information relating to students may be declared directory information from time to time:
 - (a) name, address, e-mail address, and telephone number;
 - (b) date and place of birth;
 - (c) major field of study;
 - (d) participation in officially recognized activities and sports;
 - (e) weight and height of members of athletic teams;
 - (f) dates of attendance;
 - (g) degrees, honors, and awards received;
 - (h) most recent previous education agency or institution attended;
 - (i) photograph;
 - (j) grade level; and
 - (k) parent names and contact information.
- The School shall not release directory information to any individual or organization for commercial use.

Parent or Guardian Right to Access Education Records

The School shall give full rights to student education records to either parent or guardian, unless the School has been provided with evidence that there is a court order or other legally binding instrument relating to matters such as divorce, separation, or custody that specifically revokes or limits these rights.

Confidentiality of Student Information

The School and all employees, volunteers, third party contractors, or other agents of the School shall protect the privacy of the student and the student's family through compliance with the protections established under state and federal law, including FERPA and the student privacy and data protection statutes in Title 53E, Chapter 9 of the Utah Code.

Access to confidential student information will be limited to individuals with a legitimate educational interest in the data. The Principal will determine which individuals have a legitimate educational interest in having access to particular data. In general, this will include the Principal, other administrative personnel such as an assistant administrator or counselor, members of the School's front office staff, members of the School's special education staff (in accordance with special education regulations regarding school records), teachers (typically for students in their



classes, but sometimes other students as well), and third parties with which the School has contracted to perform special tasks for the School. The School will ensure that all individuals who have access to student information will understand how, where, and when they can access this data and will commit to fulfill their obligations to protect the confidentiality of the information.

Data Collection and Storage Procedures

The School will ensure that its school enrollment verification data, student performance data, and personally identifiable student information are collected, maintained, and transmitted in a secure manner and consistent with sound data collection and storage procedures.

Physical Protection

Any physical documents containing confidential student information will be stored in a secured, locked location. Access to the storage location will be determined by the Principal.

Technological Protection

The School will ensure that appropriate technological protections are in place, as described below, whenever the School gathers, transmits, or stores confidential information electronically.

The School uses Aspire as its Student Information System. This is the primary location in which the School will store electronic data. This program provides a secure location for the maintenance and transmission of confidential student information. The School also uses the Aspire online registration system for the registration and enrollment of all new and returning students entering the School. In the event the School decides to use a Student Information System other than Aspire, the School will ensure that the system is approved by USBE and is adequately secure.

All confidential student information that is stored electronically will be in a location that is password protected. Such data will not be stored on local device drives or on removable data storage media.

The School will ensure that its network, including servers and wireless access components, employs industry standard security measures.

School personnel will not share log in information for any system in which confidential student information is stored unless authorized by the Principal.

Confidential student information will only be transmitted through secure means such as MoveIt and, where practical, will not be transmitted via e-mail in an unencrypted format.

Personnel Responsibilities

School personnel are responsible for entering student data into the School's Student Information System. This includes information obtained through the Aspire online registration system and other data gathered throughout the course of the school year. School personnel also manage the maintenance and reporting of records and data required by governmental entities.

Third Party Access to Confidential Information



The School's Educational Services Provider, Academica West, will have access to the personally identifiable student data and school enrollment verification data collected and maintained by the School in connection with legitimate educational purposes of the School.

Data Breach

The School will notify the parent or guardian of a student if there is a release of the student's personally identifiable student data due to a security breach. The School will also notify the State Superintendent of significant data breaches of student data as required in R277-487.

Training

On an annual basis, the School shall provide appropriate student data privacy training to its employees, aides, and volunteers who are authorized by the School to have access to education records as defined in FERPA. The training shall cover federal and state student data privacy laws and rules. The School shall ensure that its authorized employees sign a statement certifying that they have completed the training and understand student privacy requirements. The School shall create and maintain a list of the authorized employees and provide it to the Board of Directors as required in Utah Code § 53E-9-204.

The School shall also provide its employees with appropriate training on IT security matters.

Where required by R277-487, educators at the School shall also complete the student data security and privacy training for educators developed by the State Superintendent as a condition of re-licensure.



Quest Academy
Fee Waiver Policy
Approved: December 10, 2024

PURPOSE

Quest Academy (the “School”) must abide by the Utah State Board of Education rules which direct the School’s Board of Directors (the “Board”) to implement a policy regarding student fees. The purpose of this policy is to provide educational opportunities for all students. This allows the School to establish a reasonable system of fees, while prohibiting practices that would exclude those unable to pay from participation in School-sponsored activities.

POLICY

Under the direction of the Board, the School’s Principal (the “Principal”) is authorized to administer this policy and is directed to do so fairly, objectively, and without delay, and in a manner that avoids stigma and unreasonable burdens on students or parents/guardians.

Definitions

"Co-curricular activity" means an activity, course, or program that:

- (a) is an extension of a curricular activity;
- (b) is included in an instructional plan and supervised or conducted by a teacher or educational professional;
- (c) is conducted outside of regular School hours;
- (d) is provided, sponsored, or supported by the School; and
- (e) includes a required regular School day activity, course, or program.

“Curricular activity” means an activity, course, or program that is:

- (a) intended to deliver instruction;
- (b) provided, sponsored, or supported by the School; and
- (c) conducted only during School hours.

"Extracurricular activity"

- (a) means an activity, a course, or a program that is:
 - (i) not directly related to delivering required instruction;
 - (ii) not a curricular activity or co-curricular activity; and
 - (iii) provided, sponsored, or supported by the School.
- (b) does not include a noncurricular club as defined in Section 53G-7-701.

"Fee" means a charge, expense, deposit, rental, or payment:

- (a) regardless of how the charge, expense, deposit, rental, or payment is termed, described, requested, or required directly or indirectly;



- (b) in the form of money, goods, or services; and
- (c) that is a condition to a student's full participation in an activity, course, or program that is provided, sponsored, or supported by an LEA.

"Fee" includes:

- (a) charges or expenditures for a School field trip or activity trip, including related transportation, food, lodging, and admission charges;
- (b) payments made to a third party that provides a part of a School activity, class, or program;
- (c) charges or expenditures for classroom instructional equipment or supplies;
- (d) charges or expenditures for School activity clothing; and
- (e) a fine other than a fine described below.

"Fee" does not include:

- (a) a student fine specifically approved by an LEA for:
 - (i) failing to return School property;
 - (ii) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior, or as described in Utah Code 53G-8-212; or
 - (iii) improper use of School property, including a parking violation;
- (b) a payment for School breakfast or lunch;
- (c) a deposit that is:
 - (i) a pledge securing the return of School property; and
 - (ii) refunded upon the return of School property;
- (d) a charge for insurance, unless the insurance is required for a student to participate in an activity, course, or program; or
- (e) money or another item of monetary value raised by a student or the student's family through fundraising.

"Instructional equipment or supplies"

- (a) means an activity-, course-, or program-related supply or tool that:
 - (i) a student is required to use as part of an activity, course, or program in a secondary school;
 - (ii) becomes the property of the student upon exiting the activity, course, or program, and
 - (iii) is subject to a fee waiver;
- (b) does not include School equipment.

"Non-waivable charge" means a cost, payment, or expenditure that:

- (a) is a personal discretionary charge or purchase, including:
 - (i) a charge for insurance, unless the insurance is required for a student to participate in an activity, class, or program;
 - (ii) a charge for college credit related to the successful completion of:
 - (A) a concurrent enrollment class; or
 - (B) an advanced placement examination; or



- (iii) except when requested or required by the School, a charge for a personal consumable item such as a yearbook, class ring, letterman jacket or sweater, or other similar item;
- (b) is subject to sales tax as described in Utah State Tax Commission Publication 35, Sales Tax Information for Public and Private Elementary and Secondary Schools; or
- (c) by Utah Code, federal law, or State Board of Education rule is designated not to be a fee, including:
 - (i) a school uniform as provided in Utah Code § 53G-7-801;
 - (ii) a school lunch; or
 - (iii) a charge for a replacement for damaged or lost School equipment or supplies.

"Provided, sponsored, or supported by the School"

- (a) means an activity, class, program, club, camp, clinic, or other event that:
 - (i) is authorized by the School; or
 - (ii) satisfies at least one of the following conditions:
 - (A) the activity, class, program, club, camp, clinic, or other event is managed or supervised by the School, or a School employee in the employees School employment capacity;
 - (B) the activity, class, program, club, camp, clinic, or other event uses, more than inconsequentially, the School's facilities, equipment, or other School resources; or
 - (C) the activity, class, program, club, camp, clinic, or other event is supported or subsidized, more than inconsequentially, by public funds, including the School's activity funds or minimum school program dollars.
- (b) does not include an activity, class, or program that meets the criteria of a noncurricular club as described in Title 53G, Chapter 7, Part 7, Student Clubs.

"Provision in lieu of fee"

- (a) means an alternative to fee payment; and
- (b) may include a plan under which fees are paid in installments or under some other delayed payment arrangement or a service in lieu of fee payment agreement.

"Requested or required by the School as a condition to a student's participation" means something of monetary value that is impliedly or explicitly mandated or necessary for a student, parent, or family to provide so that a student may:

- (a) fully participate in school or in a School activity, class, or program;
- (b) successfully complete a School class for the highest grade; or
- (c) avoid a direct or indirect limitation on full participation in a School activity, class, or program, including limitations created by:
 - (i) peer pressure, shaming, stigmatizing, bullying, or the like; or
 - (ii) withholding or curtailing any privilege that is otherwise provided to any other student.

"School activity clothing" means special shoes or items of clothing:



- (a) that meets specific requirements, including requesting a specific brand, fabric, or imprint; that the School requires a student to provide; and that become the property of the student upon exiting the activity, course, or program; and
- (b) that are required to be worn by a student for an activity-, course-, or a program-related activity.

“School activity clothing” does not include:

- (a) a school uniform; or
- (b) clothing that is commonly found in students’ homes.

“School equipment” means a machine, equipment, facility, or tool that:

- (a) is durable;
- (b) is reusable;
- (c) is consumable;
- (d) is owned by a secondary school; and
- (e) a student uses as part of an activity, course, or program in a secondary school.

"Something of monetary value"

- (a) means a charge, expense, deposit, rental, fine, or payment, regardless of how the payment is termed, described, requested or required directly or indirectly, in the form of money, goods or services; and
- (b) includes:
 - (i) charges or expenditures for a School field trip or activity trip, including related transportation, food, lodging, and admission charges;
 - (ii) payments made to a third party that provide a part of a School activity, class, or program;
 - (iii) classroom textbooks, supplies or materials;
 - (iv) charges or expenditures for school activity clothing; and
 - (v) a fine, except for a student fine specifically approved the School for:
 - (A) failing to return School property;
 - (B) losing, wasting, or damaging private or School property through intentional, careless, or irresponsible behavior; or
 - (C) improper use of School property, including a parking violation.
- (c) does not include a payment or charge for damages, which may reasonably be attributed to normal wear and tear.

“Textbook”

- (a) means instructional material necessary for participation in an activity, course, or program, regardless of the format of the material;
- (b) includes:
 - (i) a hardcopy book or printed pages of instructional material, including a consumable workbook; or
 - (ii) computer hardware, software, or digital content; and
- (c) does not include instructional equipment or instructional supplies.

“Waiver” means a full release from the requirement of payment of a fee and from any provision in lieu of fee payment.



General School Fees Provisions

The School may only collect a fee for an activity, class, or program provided, sponsored, or supported by the School consistent with School policies and state law.

If the School imposes a fee:

- (a) the fee shall be equal to or less than the expense incurred by the School in providing for a student the activity, course, or program for which the School imposes a fee; and
- (b) the School may not impose an additional fee or increase a fee to supplant or subsidize another fee, including a fee to supplant or subsidize an expense that the School incurs for:
 - (i) a curricular activity; or
 - (ii) an expense for the portion of a co-curricular activity that occurs during regular school hours.

Beginning with the 2024-25 school year, the School may not sell textbooks or otherwise charge a fee for textbooks as provided in Section 53G-7-506, except for a textbook used for a concurrent enrollment, International Baccalaureate, or Advanced Placement course.

All fees are subject to the fee waiver requirements of this policy.

The School shall not charge a fee that is general in nature and for a service or good that does not have a direct benefit to the student paying the fee. In addition, except as set forth in this policy with respect to fees for life-cycle replacement costs for School equipment, the School may not charge a fee for School equipment.

The School may not charge students in grades K-6 fees to participate in the School's remediation programs.

Fees for Classes & Activities During the Regular School Day

Fees for Students in Kindergarten through Sixth Grade

The School may not charge a fee in kindergarten through sixth grade for materials, textbooks, supplies (except as provided below), or for any class or regular school day activity, including assemblies and field trips.

Elementary students cannot be required to provide their own student supplies. However, the School or teacher may provide to a student's parent a suggested list of student supplies for use during the regular school day so that a parent or guardian may furnish, only on a voluntary basis, those supplies for student use. The list provided to a student's parent or guardian must include and be preceded by the following language:



"NOTICE: THE ITEMS ON THIS LIST WILL BE USED DURING THE REGULAR SCHOOL DAY. THEY MAY BE BROUGHT FROM HOME ON A VOLUNTARY BASIS, OTHERWISE, THEY WILL BE FURNISHED BY THE SCHOOL."

The School may charge a fee to a student in grade six if all of the following are true:

- (a) the School has students in any of the grades seven through twelve;
- (b) the School follows a secondary model of delivering instruction to the School's grade six students; and
- (c) The School annually provides notice to parents that the School will collect fees from grade six students and that the fees are subject to waiver.

Fees for Students in Seventh through Ninth Grade

Fees may be charged in grades 7-9 in connection with an activity, class, or program provided, sponsored, or supported by the School that takes place during the regular school day if the fee is noticed and approved as provided in R277-407 and is allowed to be charged by state law. All such fees are subject to waiver. In addition, if an established or approved class requires payment of fees or purchase of items in order for students to fully participate and to have the opportunity to acquire skills and knowledge required for full credit and highest grades, the fees or costs for the class are subject to waiver.

In project related courses, projects required for course completion will be included in the course fee.

Secondary students may be required to provide their own student supplies, subject to the fee waiver requirements of this policy.

The School may charge students in grades 7-9 a fee for a curricular activity or a co-curricular activity that is not required for the instruction of established core standards as described in Utah Code § 53E-4-202 or § 53E-4-204 and that is an elective. However, beginning with the 2025-26 school year, the School may not charge students in grades 7-9 a fee for a curricular activity or a co-curricular activity that is required for the instruction of established core standards as described in Utah Code § 53E-4-202 or § 53E-4-204, and that is not an elective, unless the fee is for the following:

- (a) instructional equipment or supplies;
- (b) a driver education course described in Utah Code § 53G-10-503;
- (c) charter school application processing in accordance with Utah Code § 53G-6-503; or
- (d) competency remediation programs in accordance with Utah Code § 53G-9-803;
- (e) the life-cycle replacement costs for School equipment directly related to the co-curricular activity;
- (f) a music instrument rental; or
- (g) school activity clothing.

If the School charges a fee for a co-curricular activity as set forth above, a fee for the portion of the co-curricular activity that is during the regular school day is limited to the fees described in subsections (a)-(g) above.



Fees for Adult Education and Advanced Courses

The School may charge students in grades 7-9 fees for an adult education course or for tuition, college credit, an exam, or a textbook for an Advanced Placement course, an International Baccalaureate course, or a concurrent enrollment course, as described in Utah Code § 53G-7-503(4).

Fees for Remediation Programs

The School may charge students in grades 7-9 fees to participate in the School's remediation programs.

Fees for Optional Projects

The School may require students at any grade level to provide materials or pay for an additional discretionary project if the student chooses a project in lieu of, or in addition to a required classroom project. A student may not be required to select an additional project as a condition to enrolling, completing, or receiving the highest possible grade for a course. The School will avoid allowing high cost additional projects, particularly when authorizing an additional discretionary project results in pressure on a student by teachers or peers to also complete a similar high cost project.

Fees for Activities Outside of the Regular School Day

Fees may be charged in all grades for any School-sponsored activity that does not take place during the regular school day if the fee is approved as provided in this policy and is allowed by state law and if participation in the activity is voluntary and does not affect the student's grade or ability to participate fully in any course taught during the regular school day. Fee waivers are available for such fees.

A fee related to a co-curricular or extracurricular activity may not exceed the maximum fee amounts for the co-curricular or extracurricular activity adopted by the Board, as provided below.

Activities that use the School facilities outside the regular school day but are not provided, sponsored, or supported by the School (e.g., programs sponsored by the parent organization and/or an outside organization) may charge for participation, and fee waivers are not available for these charges.

An activity, class, or program that is provided, sponsored, or supported by the School outside of the regular School day or School year calendar is subject to this policy and state law regardless of the time or season of the activity, class, or program.

Fee Schedule



The Board will approve a Fee Schedule at least once each year on or before April 1. The Fee Schedule will establish the maximum fee amount per student for each activity and the maximum total aggregate fee amount per student per school year. No fee may be charged or assessed related to an activity, class, or program provided, sponsored, or supported by the School, including for a curricular, co-curricular or extracurricular activity, unless the fee has been set and approved by the Board, is equal to or less than the established maximum fee amount for the activity, and is included in the approved Fee Schedule.

The School will encourage public participation in the development of the Fee Schedule and related policies.

Before approving the School's Fee Schedule, the School will provide an opportunity for the public to comment on the proposed Fee Schedule during a minimum of two public Board meetings. In addition to the standard notice of Board meetings under the Open and Public Meetings Act, the School will provide notice of these Board meetings using the same form of communication regularly used by the administration to communicate with parents.

After the Fee Schedule is adopted, the Board may amend the Fee Schedule using the same process.

In connection with approving a fee schedule, the Board shall authorize each fee individually as required in Utah Code § 53G-7-503.

Maximum Fee Amounts

In connection with establishing the Fee Schedule, the Board will establish a per student annual maximum fee amount that the School may charge a student for the student's participation in all courses, programs, and activities provided, sponsored, or supported by the School for the year. This is a maximum total aggregate fee amount per student per School year.

The Board may establish a reasonable number of activities, courses, or programs that will be covered by the annual maximum fee amount.

Notice to Parents

The Principal will annually provide written notice of the School's Fee Schedule and Fee Waiver Policy to the parent or guardian of each student in the School by ensuring that a written copy of the School's Fee Schedule and Fee Waiver Policy is included with all registration materials provided to potential or continuing students each year.

The School will also post the following on its website each school year:

- (a) The School's Fee Schedule, including maximum fee amounts, and Fee Waiver Policy;
- (b) The School's fee waiver application;
- (c) The School's fee waiver decision and appeals form; and
- (d) The School's fee notice(s) for families.

Donations



The School may not request or accept a donation in lieu of a fee from a student or parent unless the activity, class, or program for which the donation is solicited will otherwise be fully funded by the School and receipt of the donation will not affect participation by an individual student.

A donation is a fee if a student or parent is required to make the donation as a condition to the student's participation in an activity, class, or program.

The School may solicit and accept a donation or contribution in accordance with the School's policies, including the Donation and Fundraising Policy, but such requests must clearly state that donations and contributions by a student or parent are voluntary.

If the School solicits donations, the School: (a) shall solicit and handle donations in accordance with policies and procedures established by the School; and (b) may not place any undue burden on a student or family in relation to a donation.

Fee Collection

The School may pursue reasonable methods for obtaining payment for fees and for charges assessed in connection with a student losing or willfully damaging school property.

The School may not exclude students from school, an activity, a class, or a program that is provided, sponsored, or supported by the School during the regular school day; refuse to issue a course grade; or withhold official student records, including written or electronic grade reports, class schedules, diplomas, or transcripts, as a result of unpaid fees.

The School may withhold the official student records of a student responsible for lost or damaged School property consistent with Utah Code § 53G-8-212 until the student or the student's parent has paid for the damages, but may not withhold a student's records required for student enrollment or placement in a subsequent school.

A reasonable charge may be imposed by the School to cover the cost of duplicating, mailing, or transmitting transcripts and other school records. No charge may be imposed for duplicating, mailing, or transmitting copies of school records to an elementary or secondary school in which the student is enrolled or intends to enroll.

Consistent with Utah Code § 53G-6-604, the School will forward a certified copy of a transferring student's record to a new school within 30 days of the request, regardless of whether the student owes fees or fines to the School.

Students shall be given notice and an opportunity to pay fines prior to withholding issuance of official written grade reports, diplomas and transcripts. If the student and the student's parent or guardian are unable to pay for damages or if it is determined by the School in consultation with the student's parents that the student's interests would not be served if the parents were to pay for the damages, then the School may provide for a program of voluntary work for the student in lieu of the payment. A general breakage fee levied against all students in a class or school is not permitted.



Budgeting and Spending Revenue Collected Through Fees

The School will follow the general accounting standards described in Rule R277-113 for treatment of fee revenue.

Beginning with the 2020-2021 school year, the School will establish a spend plan for the revenue collected from each fee charged. The spend plan will (a) provide students, parents, and employees transparency by identifying a fee's funding uses; (b) identify the needs of the activity, course, or program for the fee being charged and include a list or description of the anticipated types of expenditures, for the current fiscal year or as carryover for use in a future fiscal year, funded by the fee charged.

School Fee Collections & Accounting Procedures

It is the responsibility of the Principal to ensure that all student fees collected are in compliance with the Fee Schedule and applicable financial policies and procedures.

Fees must be received and deposited in a timely manner.

Money may only be collected by staff authorized by the Principal. Students may not collect fees.

Beginning in the 2020-21 school year, the School may not use revenue collected through fees to offset the cost of fee waivers by requiring students and families who do not qualify for fee waivers to pay an increased fee amount to cover the costs of students and families who qualify for fee waivers. However, the School may notify students and families that the students and families may voluntarily pay an increased fee amount or provide a donation to cover the costs of other students and families.

Fee Waiver Provisions

To ensure that no student is denied the opportunity to participate in a class or activity that is provided, sponsored, or supported by the School because of an inability to pay a fee, the School provides fee waivers or other provisions in lieu of a fee. Fee waivers or other provisions in lieu of a fee payment will be available to any student whose parent cannot pay a fee.

All fees are subject to waiver.

Non-waivable charges are not subject to waiver.

Fee Waiver Administration

The Principal will administer this policy and will review and grant fee waiver requests. The process for obtaining waivers or pursuing alternatives will be administered in accordance with this policy, fairly, objectively, and without delay, and in a manner that avoids stigma, embarrassment, undue attention, and unreasonable burdens on students and parents.



The School will not treat a student receiving a fee waiver or provision in lieu of a fee waiver differently from other students. The process for obtaining waivers or pursuing alternatives will create no visible indicators that could lead to identification of fee waiver applicants.

The process for obtaining waivers or pursuing alternatives will comply with the privacy requirements of The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA). The School may not identify a student on fee waiver to students, staff members, or other persons who do not need to know. As a general rule, teachers and coaches do not need to know which students receive fee waivers. Students may not assist in the fee waiver approval process.

Fee Waiver Eligibility

A student is eligible for a fee waiver if the School receives verification that:

- (a) In accordance with Utah Code § 53G-7-504(4), family income falls within levels established annually by the State Superintendent and published on the Utah State Board of Education website;
- (b) The student to whom the fee applies receives Supplemental Security Income (SSI). If a student receives SSI, the School may require a benefit verification letter from the Social Security Administration;
- (c) The family receives TANF or SNAP funding. If a student's family receives TANF or SNAP, the School may require the student's family to provide the School an electronic copy or screenshot of the student's family's eligibility determination or eligibility status covering the period for which the fee waiver is sought from the Utah Department of Workforce Services;
- (d) The student is in foster care through the Division of Child and Family Services or is in state care. If a student is in state care or foster care, the School may rely on the youth in care required intake form or school enrollment letter provided by a caseworker from the Utah Division of Child and Family Services or the Utah Juvenile Justice Department; or
- (e) The student qualifies for McKinney-Vento Homeless Assistance Act assistance. If a student qualifies for McKinney-Vento, verification is obtained through the School's McKinney-Vento liaison.

The School will not maintain copies of any documentation provided to verify eligibility for a fee waiver.

The School will not subject a family to unreasonable demands for re-qualification.



The School may grant a fee waiver to a student, on a case by case basis, who does not qualify for a fee waiver under the foregoing provisions but who, because of extenuating circumstances, is not reasonably capable of paying the fee.

The School may charge a proportional share of a fee or a reduced fee if circumstances change for a student or family so that fee waiver eligibility no longer exists.

The School may retroactively waive fees if eligibility can be determined to exist before the date of the fee waiver application.

Fee Waiver Approval Process

The Principal will inform patrons of the process for obtaining waivers and will provide a copy of the standard fee waiver application on the School's website and in registration materials each year.

The Principal will review fee waiver applications within five (5) school days of receipt. If the School denies a request for a fee waiver, the School will provide the decision to deny a waiver in writing and will provide notice of the procedure for appeal in the form approved by the Utah State Board of Education.

Any requirement that a student pay a fee will be suspended during any period in which the student's eligibility for a waiver is being determined or during the time a denial of waiver is being appealed.

Each year the School will maintain documentation regarding the number of School students who were given fee waivers, the number of School students who worked in lieu of fee waivers, the number of School students who were denied fee waivers, the total dollar value of student fees waived by the School, and the total dollar amount of all fees charged to students at the School, as this information may be requested by the Utah State Board of Education as part of its monitoring of the School's school fees practices.

The School shall also submit school fee revenue information in the Utah Public Education Financial System as provided in R277-113.

Appeal Process

Denial of eligibility for a waiver may be appealed in writing to the Principal within ten (10) school days of receiving notice of denial. The School shall contact the parent within two (2) weeks after receiving the appeal and schedule a meeting with the Principal to discuss the parent's concerns. If,



after meeting with the Principal, the waiver is still denied, the parent may appeal, in writing, within ten (10) school days of receiving notice of denial to the Board.

In order to protect privacy and confidentiality, the School will not retain information or documentation provided to verify eligibility for fee waivers.

Alternatives to Fees and Fee Waivers

The School may allow a student to perform service or another approved task (as described in Utah Code § 53G-7-504(2)) in lieu of paying a fee or, in the case of an eligible student, in lieu receiving a fee waiver, but such alternatives may not be required. If the School allows an alternative to satisfy a fee requirement, the Principal will explore with the interested student and his or her parent/guardian the alternatives available for satisfying the fee requirement, and parents will be given the opportunity to review proposed alternatives to fees and fee waivers. However, if a student is eligible for a waiver, textbook fees must be waived, and no alternative in lieu of a fee waiver is permissible for such fees.

The School may allow a student to perform service in lieu of paying a fee or receiving a fee waiver if: (a) the School establishes a service policy or procedure that ensure that a service assignment is appropriate to the age, physical condition, and maturity of the student; (b) the School's service policy or procedure is consistent with state and federal laws, including Section 53G-7-504 regarding the waiver of fees and the federal Fair Labor Standards Act, 29 U.S.C. 201; (c) the service can be performed within a reasonable period of time; and (d) the service is at least equal to the minimum wage for each hour or service.

A student who performs service may not be treated differently than other students who pay a fee.

The service may not create an unreasonable burden for a student or parent and may not be of such a nature as to demean or stigmatize the student.

The School will transfer the student's service credit to another LEA upon request of the student.

The School may make an installment payment plan available for the payment of a fee. Such a payment plan may not be required in lieu of a fee waiver.

The School may provide optional individual fundraising opportunities for students to raise money to offset the cost of the student's fees as provided in R277-408.

Annual Review, Approval, and Training

The Board will review and approve this policy annually.

The School will develop a plan for at least annual training of School employees on fee-related policies specific to each employee's job functions.





Quest Academy Field Trip Policy & Procedures



PURPOSE

Field trips are a great opportunity to expand children's learning through active hands-on experience. Field trips increase student knowledge and understanding of a subject and add realism to the topic of study. The following is an outline of Quest Academy's policies and procedures for field trips.

POLICY

Trip Selection

- A maximum of two field trips per grade will be paid for by the school consistent with the approved budget for the current year. Middle School teachers are responsible to coordinate field trips. Additional field trips may be sponsored by the school if funding permits.
- The objectives and purpose of the field trip, including the actual desired location must be identified and detailed for approval.
- Field trips should be coordinated with the entire faculty and staff to ensure a wide variety of field trip opportunities and experiences are available throughout all of the grades and to minimize scheduling conflicts with other teachers.
- If possible, an advance visit to the proposed or approved site is recommended so that responsible faculty and staff have a change to familiarize themselves with the major features, opportunities, and potential obstacles of the venue.

Planning

- The instructor responsible for the field trip should contact the appropriate individual at the field trip site to arrange the actual date and time(s) and obtain appropriate pre-information necessary for the trip
- A *Field Trip Authorization Form* must be completed and submitted to the administrator at least 4 weeks prior to the field trip.
- Once authorization is granted, the instructor is responsible to contact the busing service and arrange transportation.
- A parent authorization form that includes the following information shall be produced and sent home, completed and returned to the instructor responsible for the field trip: date, location, student cost, clothing needed, lunch arrangements, parent signature, and request for / agreement to act as chaperones.
- A list of all student names and home phone numbers for use in an emergency must be completed prior to the field trip. One copy of this list will go with the faculty representative and one copy will remain in the school office for immediate use if necessary.
- Alternate arrangements for pupils not attending the field trip must be made by the instructor responsible for the field trip.



- Arrangements for chaperones should be made well in advance of the activity.

Conducting the Trip

- Always verify that all students have signed permission slips.
- Collect all necessary monies.
- On the day of the trip:
 - Take roll.
 - Divide class into small groups and assign chaperones to groups.
 - Take inventory of food, equipment, and other supplies
- During the trip, make sure students have ample time to observe, ask questions, and work on assignments.
- Ensure all students are accounted for before the bus departs from field trip location.
- The instructor should evaluate the field trip, in writing – filed with the principal – as soon after its completion as possible but not later than within one week.

QA Field Trip Policy & Procedure
Board Approval Date: 2-12-08





Board of Directors

Financial, Debt, Risk Management & Disclosure Procedures Plan

The Board and Administration of Quest Academy (or “QA”) shall manage the financial affairs of QA based on the following imperatives: (1) comply with all laws or loan covenants, (2) provide the best educational services to the students of QA consistent with QA’s charter, and (3) get the most effective and cost-efficient services possible in all areas at QA.

Financial

General Financial Management

The QA Board understands that the school is a steward over the financial resources and assets entrusted to them by the state of Utah. The Board recognizes the need to abide by all applicable laws and regulations, including Utah Code §53A-1a-508, including the following acknowledgements: (i) fiscal procedures will follow generally accepted financial management standards; and (ii) neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of QA or persons or entities who operate QA, unless agreed to in writing with QA.

QA adheres to Generally Accepted Accounting Principles ("GAAP") as promulgated by the Financial Accounting Standards Board. QA also ensures that all applicable areas of the Utah Money Management Act are followed. Cash collected at QA is reconciled daily in the presence of two authorized individuals, sealed in tamperproof envelopes, and deposited daily, whenever practicable, but not later than three days or as otherwise required by applicable rules governing QA cash management.

Under state law, QA, prior to June 30th of each fiscal year, prepares an annual operating budget for the next fiscal year. The budget is designed so QA priorities, as established by the Board, are met. All budgets and budget amendments are Board approved, being voted upon in a public meeting under the Utah Open and Public Meetings Act. Subject to appropriation limits with object codes and other restrictions, QA reserves the right to reallocate funds from one line item in the budget to another as prescribed by the Board if purchasing practices or conservation result in an expenditure different from the budgeted amount. The Board may add undistributed reserves from QA operational budget to the following year and/or may reallocate them to the



current fiscal year's budget, at its discretion. The budget and cash flow projections utilized by QA provide sufficient detail to enable reasonably accurate projections of revenues and expenses, separation of capital and operational items, cash flow, and subsequent audit trail documentation.

In addition, QA understands and complies with all applicable fiscal rules/regulations, including completion and submission of an annual financial audit of the current fiscal year conducted by an independent certified public accounting firm by November 30th of the following fiscal year, submission of October and December student counts in accordance to state mandated deadlines, Utah Money Management reports, wages and benefits negotiation reports, Utah Transparency Act reports and updates, October 1st AFR and APR submissions, and any other regular enrollment and financial reports as required by the State Office of Education.

Purchases are authorized and carried out under the Purchasing/Disbursement Policy adopted by the Board and as required or permitted by the Utah Procurement Code.

QA utilizes an asset inventory system that, under federal guidelines, tracks all of QA fixed assets. This inventory system is implemented under QA's Capitalization & Expense Policy. QA has adopted procedures for the disposal of fixed assets to ensure proper reconciliation of inventory records at the end of the fiscal year. Regular inventory counts are performed, and the Board holds the administration, teachers, and custodial/maintenance staff responsible to inventory items assigned to their classroom, office, or role at QA.

All fiscal policies and procedures comply with QA conflict of interest policy.

QA assigns a representative to attend school finance and statistics training and all required finance training. QA will continue to take the measures necessary so that its representative(s) attend future trainings as announced or provided to ensure accounting and management of QA resources comply with any revisions to rules and laws governing QA.

Minimum Reserve and Coverage Levels

QA will maintain minimum reserve and coverage levels that the Board determines will support long-term financial health. The Board financial coordinator, administration, and accounting staff will regularly monitor the status of reserve and coverage ratios and report that information to the Board.

QA will ensure that it satisfies minimum reserve and coverage levels as required by law or applicable loan covenants.

QA will take reserve and coverage levels into consideration when making budgeting, financial planning, and other financial decisions, including decisions regarding major purchases.

Financial Forecasting and Budgeting

Throughout the fiscal year, the Board financial coordinator, administration and accounting staff will meet regularly to discuss the budget, QA financial status, and any changes. The Board will



be fully engaged in the budgetary process and informed of such issues on a regular, monthly basis.

The Board financial coordinator, administrator, and accounting staff will meet to prepare a tentative budget. QA's budgeting philosophy will be to conservatively project both revenues and expenses while achieving the level of accuracy required by state standards. The tentative budget will be circulated to the Board for further review and discussion. The tentative budget will be scheduled for discussion during a regular public board meeting, with required public notice given, and discussed and adopted at the annual board meeting.

As the October 1 count is finalized, and as QA receives new revenues, the Board will be updated on new figures. To account for these changes, the Board will approve revisions and amendments to the budget during the fiscal year.

Debt

QA will seek to avoid debt to the extent possible. QA's plan is to only assume debt as necessary or when the benefits of a purchase will, in the judgment of QA's Board, benefit QA's students for the life of such debt. The Board recognizes that the ability to take on debt will be governed by the covenants of existing indebtedness and pending indebtedness. QA's accounting staff, administration and Board financial coordinator will be informed of the requirements affecting QA ability to incur debt. Any debt assumed by QA will therefore comply with applicable laws and any existing loan covenants. As it becomes economical or in its best interests so to do, QA will seek refunding opportunities to either lower its debt profile, meet bond covenants or to obtain other advantageous benefits realized through a restructure of its debt.

Risk Management

As a nonprofit corporation and public school, QA shall actively seek to avoid unnecessary risks to the greatest extent possible. QA shall always maintain insurance at the highest amount as is (a) required by law, (b) required by existing loan covenants, (c) reasonable and customary for a Utah Charter School, or (d) considered prudent by QA's board after consulting with qualified professionals. If any material risk is identified by QA's Board or administration not covered by existing insurance, a qualified professional shall promptly be engaged to evaluate such risk and recommend action.

The Board will work with qualified professionals to recognize and avoid risks associated with its governance of QA. The Board will become and remain cognizant of financial risks addressed by the provisions above, compliance with applicable laws, including but not limited to the Utah Open and Public Meetings Act and the Government Records Access and Management Act. The Board will periodically review the policies it has adopted to ensure that it has all necessary policies in place and that the policies adopted comply with current law, adequately address issues at which they are aimed, and cover all areas requiring board guidance.

The Board may periodically request that the Administration provide evidence of active compliance with Board Policies. If the board learns that policies are not being complied with, it



will request the Administration to create a plan to remedy any deficiencies and establish procedures to ensure that the policies are followed.

The Administration is also directed to work with qualified professionals, including QA's management company and a loss control representatives of QA's insurer, to recognize, manage and avoid risks associated with the operations of QA. The Administration will become and remain cognizant of risks associated with human resources activities, student safety and security, facility matters, and state and federal legal compliance, including civil rights issues. The Administration will establish administrative procedures to address key issues pertaining to QA operations and will ensure that all QA employees and, to the extent necessary, students and parents, know of such procedures. The Administration will periodically review and revise administrative procedures to ensure that they adequately address pertinent issues and are consistent with QA situation and needs.

Disclosure (or Post Issuance Compliance)

QA has previously issued debt for purchase of its existing facilities, and has been, and remains, committed to complying with all disclosure and post issuance requirements on that debt since issuance, and is proud of its record. QA remains committed to full compliance with such requirements on any debt that is QA's responsibility going forward.

Throughout each fiscal year, the Board financial coordinator, administration and accounting staff will meet regularly to discuss how best to comply with all debt obligations using the most effective, efficient and honest methods available. The full Board will be updated at least twice a year on the compliance with such requirements.

If a material violation of any post issuance requirement occurs, or if there is a credible allegation of a material violation, the Board of QA will be informed in writing by the Board financial coordinator, administration or accounting staff, and the Board shall meet promptly to discuss how best to deal with the material violation or alleged material violation.

QA Financial, Debt, Risk Management & Disclosure Procedures Plan
Board Approved Date: 11-11-14



Quest Academy Financial Reporting Policy



PURPOSE

The purpose of this policy is to ensure that Quest Academy (the “School”) practices sound financial reporting in accordance with state and federal law and applicable accounting standards.

POLICY

The School will ensure that financial reporting for the School is performed in accordance with GAAP and that audits of the School’s financial reporting are performed in accordance with GAAS.

The School will provide financial reporting in a manner consistent with the basis of accounting as required by GAAP, as applicable to the School.

The School will provide reconciliation between the accrual basis of accounting and modified accrual basis of accounting, as applicable.

The School will provide data and information consistent with budgeting, accounting (including the uniform chart of accounts for LEAs), and auditing standards for Utah LEAs provided online annually by the Utah State Superintendent of Public Education.

QA Financial Reporting Policy
Board Approval Date: 9-12-17



Quest Academy Fundraising Committee Policy



PURPOSE

The purpose of this policy is to secure resources that support the mission and programs of Quest Academy.

STRUCTURE

Committee Head

- Oversees and coordinates the activities of the committee members.
- Reports directly to Board of Trustees.
 - Provides quarterly updates to Board regarding activities
- Works with Administrator and PTO President to identify needs in school.
- Works with committee members to determine strategies to best address these needs.
- Utilizes parents, teachers, and community resources to implement selected strategies.
- Maintain records of all events/projects with results and recommendations for future actions.

Committee Members – Work with committee head in identifying needs, potential sources of funding, and establishing community relations, including:

- Individuals with interests or background in areas such as marketing, public relations, etc.
- Leaders for specific events and/or projects on an as needed basis, and may or may not be committee members.

Guidelines

- Committee members should be positive and follow the Quest Academy communication guidelines (included on the following pages.)
- Fundraising should not be a burden on parents or the community, and as much as possible, should be mutually beneficial to all parties as determined following a review by the PTO and the Committee.
- Fundraising should have a specific purpose and goal that is communicated to the involved parties and that is demonstrably linked to the mission of Quest Academy.
- The results of the activity should be recorded and communicated to the involved parties with suggestions for future follow-up if and as necessary.
- Each fundraising activity should be followed with expressions of appreciation to the involved businesses and individuals who have helped.

Possible Strategies

- Donations – cash, in-kind, matching, time/expertise
- Business Sponsorship – overall, programs, technology, library, fundraisers/events
- Grants – federal/state, private
- Fundraising – school based, community based.



QUEST ACADEMY PUBLIC RELATIONS / COMMUNICATIONS GUIDELINES

As a committee member, you will be a representative of Quest Academy: you are being asked to act on behalf of the school, its students and faculty and in support of its mission. As you are interacting with the community, it is important you be comfortable answering questions related to both the fundraising activity itself and the school in particular. It is important you take time to consider how you will answer these questions and to have a solid understanding of our policy on public relations.

Guidelines:

- Be honest and sincere — it's ok to say:
 - "I don't know."
 - "I'm not sure."
 - "I'll have to think about/consider that."
 - "I'll get back with you later today with an answer." Then make sure you do.
- In all communication, be courteous and professional. All letters, etc. **must** be proofread for spelling, grammatical, or other errors. Just as you and your conduct will reflect on the school (for both good and ill), so too will the correspondence and materials you utilize.
- Encourage individuals with specific problems or issues, related to a staff or faculty member, to address that person individually. (For example, if a parent doesn't like a teacher or the principal, politely refer them to that person. Don't get in the middle.)
- Be positive about others. This means individuals as well as collective groups. Don't be the one to point out deficits or problems, real or imagined, or to participate in gossip. Stick to the task at hand: fundraising and representing Quest Academy. Answer any criticism you may encounter with a positive statement or reaction about that person or group.
- When confronted with an unavoidable or uncomfortable suggestion of significant differences between those advocating or working for or on behalf of Quest and other groups or individuals, try to identify things, aspects, or properties of the other entity or person that is good or that we may share in common with them., and then try to build on those commonalities. (For example, we are all striving to provide the children in our community with a good quality education and a safe learning environment).
- If/when you make a mistake, be quick to apologize, accept responsibility and move forward to quickly resolve the misunderstanding. Maintaining good relationships — for the long run — is much more important to the success of the Quest Mission than any short run benefit we may gain from a contribution or assistance now but at the cost of the loss of credibility or good-will for the future.
- If you become aware of concerns or criticism, address and report them as quickly as possible. Only make definitive comments or promises about the situation IF you are sure of your information, or if you have been given the authority to commit or comment on behalf of Quest. Otherwise, as noted above, "I don't know," "I'll have to have “_____” call you on that," or similar comments will be more appropriate. If a problem escalates or otherwise makes you uncomfortable, or you are not sure what to do or what your response should be, please bring it to the attention of the board immediately so they are aware of the situation and can take whatever corrective or interventional action is warranted. Effective and timely communication will allow us to keep things from getting out of control.



- Be prepared with clear and concise ways to explain our mission, model, curriculum, etc. If you are unclear on any of this or have questions, even after you have "gone out in the field" on your assignment, ASK for help.
- In addition, if media asks for comments on behalf of the school, simply refer them to the Administrator or designated Board of Trustees member. These individuals are responsible to speak on behalf of the school in public arenas to minimize potential conflicts and ensure consistency.
- Remember this is new to all of us and it may take some patience before we are comfortable with answering criticism and concern

STEPS TO SEEKING OR OBTAINING FUNDING

It is critical to first determine the right person to contact and then to line them up with the right person to contact them.

- Identify companies, clubs, and organizations that families are already affiliated with. This may include work, hobbies, extended family relations, etc.
 - Ask if they are comfortable providing you with information on the company's donation guidelines and employee volunteering policy, or putting you in touch with the person in charge of charity at the company.
 - Also ask if they are comfortable with you using their name when you approach the company. They may even be willing to share their goals/commitments to the school and why.
- Look at local businesses in the school community and begin "networking." Provide them with information about the school. Share with them what makes our school unique.
- When you "ask" for something, be very specific about what it is you are asking for and the worth of supporting Quest and its mission. Let them know of ways they could support you in your efforts to build Quest. Some examples are: donate staff time — or suggest to their staff and employees that they, too, might want to assist; identify possible "in-kind donations" that would be beneficial to Quest AND the donor; or they may be willing to make a purely financial donation, etc.

INTERNET RESOURCES

1. **The 10 Immutable Laws of the (Fundraising) Universe**
<http://fdncenter.org/pnd/tsnitsn.jhtml?id=47800041>
A general guide to understanding and effectively suing fundraising.
2. **Corporate Sponsorship**
<http://www.nonprofits.org/npofaq/17/28.html>
A 9-step guide for non-profits on how to solicit corporate sponsors; and some advice from a seasoned observer.
3. **101 Fundraising Ideas** – These ideas are designed to trigger your imagination.
http://www.freethechildren.org/youthinaction/101_fundraising_ideas.htm



4. **More Fundraising Ideas** – Do it yourself – not company affiliated.
<http://www.fundraisign-ideas.org/DIY/index.html>
5. **Grants/Grant writing** – General FAQ's about grants for nonprofit organizations.
<http://www.nonprofits.org/npofaq/keywords/5k.html>
<http://www.nonprofits.org/npofaq/keywords51.html>
6. **In-Kind Donations**
<http://www.nonprofits.org/npofaq/keywords/5t.html>

OTHER THOUGHTS ON FUNDRAISING

- Create and post a needs/wish list
- Investigate local surplus outlets or sources, auctions, etc.
- Solicit "in-kind" donations as identified on wish list.
- Identify potential resources.
 - Create and coordinate a survey of families
 - Identify local businesses- research "giving" policy and track record.
- Schedule/plan fundraising events for year.
 - School wide-box tops, Campbell's, Tyson, ink cartridges/cell phones, fundraisingfactory.com or The Educational Technology Conservation Exchange Program, milk caps, plastic bag recycle (Wal-Mart), Albertson' s, Target, Etc.
 - Adopt a classroom
 - On-line Shopping Centers
 - School pictures, yearbooks, planners, T-shirts, etc.
 - Book fairs
 - Script
 - Monthly Restaurant night
 - Haircut-a-thon
 - Quarterly Fundraiser?
- Grant Research/Writing
- Possible Areas for Grants/Businesses/Needs
- Playground (Home Depot)
- Computer lab, classroom computers (Intel)
- Printers, scanners, digital camera, camcorder
- Teacher's lounge, front office furniture (Granite Furniture?)
- Microwaves
- Refrigerators
- Filing Cabinets, chairs for teachers (Office Max?)
- Copy machine
- Tables, Bookshelves for library
- Books/Reading Program
- Playground Equipment (balls, jump ropes, ball wall, tether ball)
- School Supplies (paper, pencils, glue scissors, etc.)
- Misc. Supplies (health, janitor, soap, toilet paper, Kleenex, etc.)



- Enrichment Clusters (art, drama, science, technology, photography, business/finance, history, etc.
- Character Development Program - Service projects

QA Fundraising Committee Policy
Board Approval Date: 2-12-08



Quest Academy Government Records Access Management Act (GRAMA) Policy



POLICY

The purpose of this policy is to establish criteria for managing, classifying, accessing, disposing and retaining records of Quest Academy (the “School”) in compliance with the Government Records Access and Management Act (GRAMA). It is the policy of the School’s Board of Directors to provide fair and timely public access to information contained in the School’s records and at the same time protect individual privacy rights in relation to personal data gathered by the School. This policy does not apply to student records. Student records are governed by the Family Education Privacy Act (FERPA) and the School’s FERPA Policy.

Records Officer

The School’s Principal is designated as the Records Officer for all records requests. The Principal may delegate responsibility for complying with GRAMA and responding to records requests to other individuals as appropriate.

The records officer shall perform the duties set forth in Utah Code § 63A-2-103 and review and respond to requests for access to records.

Records Classification

As records requests are made, the records officer shall evaluate School records and make designations and classifications as set forth in Utah Code § 63G-2-307.

Records shall be classified under the following general categories:

- Public records as described in Utah Code § 63G-2-301;
- Private records as described in Utah Code § 63G-2-302;
- Controlled records as described in Utah Code § 63G-2-304;
- Protected records as described in Utah Code § 63G-2-305; and
- Limited records as described in Utah Code § 63G-2-201 (3)(b).

Record Access

A person requesting a record must make a written request directed to the records officer. Upon request, records classified as public may be inspected by any person during normal working hours in accordance with Utah Code § 63G-2-201.

Upon request, private, controlled and protected records shall be disclosed in accordance with Utah Code § 63G-2-202.



The records officer (or designee) shall respond to requests for access to records within established time limits described in Utah Code § 63G-2-204.

Fees

The records officer (or designee) may charge up to ten cents (10¢) per page to cover the actual costs, as described in Utah Code § 63G-2-203(2), of duplicating a record.

Fees for duplication and compilation of a record may be waived by the records officer under certain circumstances described in Utah Code § 63G-2-203(4).

Appeals

If a requester is dissatisfied with the records officer's (or designee's) initial decision, the requester may appeal the decision in writing to the School's Board President according to time limits and provisions of Utah Code § 63G-2-401.

If the denial of access is affirmed in whole or part, the requester may then appeal the decision to the State Records Committee as outlined under Utah Code § 63G-2-403, or petition for judicial review in district court as provided in Utah Code § 63G-2-404.

An individual may contest the accuracy or completeness of a document pertaining to that individual pursuant to Utah Code § 63G-2-603. The request should be made to the records officer (or designee).

Approval of Board Meeting Minutes

The Board of Directors will approve minutes of board meetings at the next regularly scheduled meeting of the Board as set forth on the annual board meeting calendar.

QA GRAMA Policy
REVISION A
Board Approval Date: 11-13-18



Quest Academy Health Examination Policy



PURPOSE

The purpose of this procedure is to articulate Quest Academy's (the "School") position on providing health examinations for students in the School.

POLICY

As required by Utah Code Ann. § 53A-11-201 to -203, the School will implement rules prescribed by the Utah Department of Health for providing examinations of students for vision, dental, abnormal spinal curvature, and hearing.

A child under seven years of age entering school for the first time in Utah must present the following to the School:

- (a) a certificate signed by a licensed physician, optometrist, or other licensed health professional, stating that the child has received vision screening to determine the presence of amblyopia or other visual defects; or
- (b) a written statement signed by at least one parent or legal guardian of the child that the screening violates the personal beliefs of the parent or legal guardian.

Additionally, the School will provide vision and hearing examinations to students in connection with an IEP. Thereafter, the School will provide vision and hearing examinations for students in special education every three years. The School will provide vision and hearing examinations for all students in grades K - 3.

Because abnormal spinal curvature and dental exams are not currently required, the School will not provide such exams unless required by law.

Any student whose parents/guardians object to the examinations based on personal beliefs will not be required to participate in the examinations.

The School will notify a student's parents/guardians in writing to inform them of any impairment disclosed by the examinations.

QA Health Examination Policy
Board Approval Date: 3-08-11



Quest Academy Home School Student Participation in Statewide Assessments Policy



PURPOSE

The purpose of this policy is to set forth the responsibilities of Quest Academy (the “School”) in the event a home school student requests to participate in statewide assessments at the School.

POLICY

A home school student may participate in statewide assessments at the School if each of the following conditions are met:

- (1) The student is a Utah resident as defined in Utah Code Ann. § 53A-2-201 and proof of residency has been provided to the School;
- (2) The student has satisfied the home schooling requirements of Utah Code Ann. § 53A-11-102 and a copy of the certificate from a local school board excusing the student from attendance at school during the applicable school year has been provided to the School;
- (3) The request for the student to participate in statewide assessments at the School is provided to the School at least thirty (30) days prior to the opening of the applicable state assessment window; and
- (4) The parent or guardian of the student, or a responsible adult designated by the student’s parent or guardian, will remain at the School in a designated area while school personnel administer and proctor the test. The parent or guardian of the student agree that they will not participate in the monitoring or proctoring of the student’s statewide assessments at the School.

The School will respond to a home school student’s request to participate in statewide assessments at the School in a timely manner. If the request is approved, the School will notify the student’s parent or guardian of the date(s) and time(s) of the applicable statewide assessments at the School in which the student may participate and any other information deemed relevant by the School.

The School may not require a home school student to pay a fee for participating in statewide assessments at the School that is not charged to traditional students.

A home school student or the student’s parent or guardian may request from the School an annual schedule of statewide assessment dates at the School, the location of the School campus(es) at which home school students may be tested, and a copy of the School’s written policies for home school student participation in statewide assessments at the School. The School will provide such requested information in a timely fashion.



The School will comply with Utah Administrative Code R277-404 and the Standard Test Administration and Testing Ethics Policy described therein when administering statewide assessments to its students and home school students who participate in statewide assessments at the School in accordance with this policy and applicable law.

The School intends for this policy to be consistent with the provisions of Utah Administrative Code R277-604-4.

QA Home School Student Participation in Statewide Assessments Policy

REVISION A

Board Approval Date: 10-13-20



Quest Academy Homework Policy



PURPOSE

Homework has three major purposes:

1. To teach personal responsibility and time management skills.
2. To keep parents informed about what their children are studying.
3. To provide additional academic growth and development.

POLICY

Although regular homework is an important part of the academic program at Quest Academy, we also value student involvement in extracurricular activities as well as time spent with family. It is expected that classroom teachers will assign homework that allows students these opportunities. The following times are provided as guidelines and are not intended to be absolutes. For example, major projects may require more time than the maximum amount suggested in the following table. Parents should understand that all students work at a different pace and that time spent towards completion of homework tasks may vary from those shown below.

GRADE	MINIMUM	MAXIMUM
Kindergarten	10 Minutes	15 Minutes
1st	15 Minutes	30 Minutes
2nd	20 Minutes	35 Minutes
3rd	20 Minutes	45 Minutes
4th	20 Minutes	45 Minutes
5th	30 Minutes	60 Minutes
6th	30 Minutes	60 Minutes
7th	30 Minutes	90 Minutes
8th	30 Minutes	90 Minutes

The parents are responsible to:

1. Provide a time and place free from distraction for the student to work.
2. Sign any work sheets or homework logs that the teacher may send home.
3. Monitor student work and provide additional support as needed.
4. Communicate concerns and work closely with the teachers if problems occur.



Quest Academy Hotline Complaint Policy



PURPOSE

The purpose of this policy is to outline, in accordance with Utah Administrative Code R277-123-7, how Quest Academy (the “School”) responds to and resolves Utah State Board of Education (“USBE”) public education hotline complaints received as referrals from the USBE Internal Audit Department.

POLICY

After the School receives a hotline complaint, if contact information for the complainant is available, designated School personnel will contact the complainant promptly and document (a) the School personnel that contacted the complainant; (b) the type of contact made (phone, email, etc.); (c) the date of the contact; and (d) the resolution of the concern or action steps to be taken.

The School will make at least two good faith attempts to contact a complainant when contact information is available.

The School will investigate, respond to, and attempt to resolve hotline complaints in accordance with the requirements set forth in R277-123-7 and School policy. If the School determines that a hotline complaint should have been addressed by way of the School’s applicable grievance policy, the School may inform the USBE Internal Audit Department. To the extent allowed by R277-123 and applicable law, complainants should not use the hotline to bypass the School’s grievance policies.



Quest Academy Information Technology Security Policy



PURPOSE

Quest Academy (the “School”) has a duty to ensure the security of the School’s computer equipment, systems, and networks so that the sensitive data maintained or stored on them is protected. The purpose of this policy is to explain how the School will perform this duty in compliance with state and federal law.

POLICY

The School will protect sensitive data, including personally identifiable student data, in accordance with reasonable data industry best practices and state and federal law. Applicable state and federal law includes but is not limited to the Utah Student Data Protection Act, the Utah Family Educational Rights and Privacy Act, Utah Administrative Code Rule R277-487 Public School Data Confidentiality and Disclosure, the federal Family Educational Rights and Privacy Act, and the Government Records Access and Management Act.

Information Technology Systems Security Plan

Utah Administrative Code Rule R277-487 requires the School to, among other things, have an Information Technology Systems Security Plan that addresses the following:

- (1) System Administration;
- (2) Network Security;
- (3) Application Security;
- (4) Endpoint, Server, and Device Security;
- (5) Identity, Authentication, and Access Management;
- (6) Data Protection and Cryptography;
- (7) Monitoring, Vulnerability, and Patch Management;
- (8) High Availability, Disaster Recovery, and Physical Protection;
- (9) Incident Responses;
- (10) Acquisition and Asset Management; and
- (11) Policy, Audit, and E-Discovery Training.

The Principal shall establish an administrative Information Technology Systems Security Plan that complies with Utah Administrative Code Rule R277-487 and other applicable law.

The Information Technology Systems Security Plan shall work in conjunction with this policy and the School’s Student Data Privacy and Security Policy, Data Governance Plan, metadata dictionary, and any other School policy, procedure, or plan concerning data privacy and security.



Training

On an annual basis, the School shall provide appropriate training to its employees, aides, and volunteers regarding information technology security matters.

QA Information Technology Security Policy
Board Approval Date: 9-12-17





Administrative Information Technology Systems Security Plan

1. PURPOSE

The primary purpose of this Information Technology Systems Security Plan is to establish security measures that will help Quest Academy (the “School”) protect sensitive data that is stored or maintained on its computer equipment, systems, and networks. The School is required to establish this Plan pursuant to Utah Administrative Code Rule R277-487 and the School’s Information Technology Security Policy.

2. SCOPE AND APPLICABILITY

This Plan is applicable to employees, volunteers, and third-party contractors of the School. The School will use this Plan to protect its computer equipment, systems, and networks from, among other things, unauthorized access, inappropriate disclosure, and compromise.

This Plan works in conjunction with the School’s Information Technology Security Policy, Student Data Privacy and Security Policy, Family Educational Rights and Privacy Policy and Administrative Procedures, Data Governance Plan, and policies and procedures pertaining to the School’s electronic resources and devices.

This Plan contains security measures related to the following:

1. System Administration;
2. Network Security;
3. Application Security;
4. Endpoint, Server, and Device Security;
5. Identity, Authentication, and Access Management;
6. Data Protection and Cryptography;
7. Monitoring, Vulnerability, and Patch Management;
8. High Availability, Disaster Recovery, and Physical Protection;
9. Incident Responses;
10. Acquisition and Asset Management; and
11. Policy, Audit, and E-Discovery Training.



3. ROLES AND RESPONSIBILITIES

The School's contracted IT provider functions as the School's IT Security Manager and will help the School implement this Plan and comply with it. The responsibilities of the IT Security Manager set forth in this Plan supplement the responsibilities of the IT Security Manager outlined in the School's Data Governance Plan, which include the following:

1. Overseeing IT security at the School;
2. Helping the School to comply with IT security laws applicable to the School;
3. Providing training and support to School employees on IT security matters;
4. Investigating complaints of alleged violations of the School's IT security policies, procedures, or plans;
5. Investigating alleged security breaches of the School's IT systems; and
6. Reporting periodically to the School's Board of Directors on the security of the School's IT systems.

Please refer to the School's Data Governance Plan to review the data privacy and security roles and responsibilities of the School's Student Data Manager, employees, educators, volunteers, and third-party contractors.

4. COMPLIANCE

School employees, volunteers, and third-party contractors must comply with this Plan. Failure to comply shall result in consequences for the person or entity up to and including removal of access to the School's computer equipment, systems, and networks. If such access is required for employment or contracted services, employees and third-party contractors may be subject to dismissal.

5. REPORTING

All persons who are granted access to the School's computer equipment, systems, and networks are expected to be careful and aware of suspicious communications and unauthorized use of the School's IT assets. When School personnel or other users become aware of suspicious activity, they shall immediately contact the Student Data Manager or IT Security Manager with the relevant information.

6. SYSTEM ADMINISTRATION

System administration is a critical function that provides management of the School's information systems that contain sensitive data, including personally identifiable student data. If malicious actors compromise system administration, they have access to the School's sensitive data and information systems.



The School's information systems will be administered by the IT Security Manager. The IT Security Manager will use a combination of preventative, detective, forensic, and audit controls to protect system administration channels from exploitation by attackers.

7. NETWORK SECURITY

It is essential for the School to protect its network from both internal and external malicious actors. The School recognizes that appropriate network security procedures are necessary for identifying, evaluating, controlling, and mitigating network vulnerabilities and for protecting the School's technology assets.

The IT Security Manager will manage the School's network according to industry best practices. In so doing the IT Security Manager will provide a secure and robust computing environment at the School; protect the School's information technology assets and systems; and preserve the privacy of sensitive data belonging to the School's employees, students, and associated entities.

All wireless access networks at the School shall conform to current best practices and shall utilize at minimum WPA encryption for any connections. No wireless access point shall be installed on the School's network that does not conform to current network standards as defined by the IT Security Manager.

The School shall ensure that any remote access with connectivity to the School's internal network is achieved using the School's centralized VPN service that is protected by multiple factor authentication systems.

8. APPLICATION SECURITY

Web application vulnerabilities account for the largest portion of attack vectors outside of malware. To help protect the School from harm, it is essential to perform security assessments of web applications used by the School.

The IT Security Manager shall perform a security assessment of all web applications that are used (or will be used) by the School to house sensitive data. The purpose of the security assessments is to identify potential or realized weaknesses. Any vulnerabilities found in a web application used by the School shall be remediated. If serious vulnerabilities in a web application cannot be remediated, the web application shall be removed.

The IT Security Manager shall determine which web application security assessment tools to use.

9. ENDPOINT, SERVER, AND DEVICE SECURITY

The School understands the importance of preventing, detecting, and remediating attacks and compromises of the School's computers, servers, and other computing devices.

School employees' computers or computing devices shall not be left unattended and unlocked for extended periods of time, especially when logged into sensitive systems or data, including



personally identifiable student or employee data. Automatic log off, locks, and password screen savers should be used to enforce this requirement.

The IT Security Manager shall ensure that all servers at the School undergo a security audit and evaluation before they are used by the School. Administrative access to servers shall be password protected. Any and all new servers must be registered and approved by the IT Security Manager. The maintenance and support of all new servers should be managed by the School's IT Security Manager, if possible.

The School shall install, distribute, and maintain spyware, malware, and virus protection software on all School-owned technology assets, including computers, computing devices, and servers.

Server rooms and telecommunication rooms/closets shall be protected by appropriate access control which segregates and restricts access from general office areas at the School. Access control shall be enforced using keys, electronic card readers, or another similar method. Only IT and other School personnel whose job functions require access to such rooms shall be allowed unescorted access.

Before any third-party contractor is allowed access to any computer system, server room, or telecommunication room, the contractor shall be required to present a company issued identification card and his or her access must be confirmed directly by the School employee who issued the service request or by the IT Security Manager.

10. IDENTITY, AUTHENTICATION, AND ACCESS MANAGEMENT

The School shall grant access to its systems and network in accordance with the principles of least privilege and need-to-know. In addition, the School shall require unique identities and authentication in order to access the School's systems and network. This will ensure that users are identifiable and unable to repudiate their activities on the School's systems and network.

Passwords are a critical component of information security and the school shall enforce strong password management. All individual passwords connected to the use of the School's computer equipment, systems, and networks shall:

1. Be created and maintained in accordance with industry best practices;
2. Be maintained in a manner that reduces the threat of unauthorized access to sensitive data;
3. Be treated as confidential information and not be shared with anyone; and
4. Not be inserted into email messages or any other forms of electronic communication.

Any user suspecting that his or her password may have been compromised shall report the incident to the IT Security Manager and change all passwords.

11. DATA PROTECTION AND CRYPTOGRAPHY



One of the most effective ways to achieve data security is through encryption. To read an encrypted file, a person must have access to a secret key or password that enables the person to decrypt it.

Where technologically feasible, the School shall utilize encryption when transmitting sensitive data over the network.

All computers and other computing devices owned by the School, such as desktop computers, laptops, and tablets, that connect to the School's network and that may contain or transmit personally identifiable data must be configured to encrypt such data on any internal hard drive. Users must protect these devices from unauthorized use or access.

Personally identifiable data shall not be stored on external storage media such as external hard drives, flash drives, or DVDs unless such storage is authorized by the Student Data Manager and the personally identifiable data on the external storage media is encrypted. Users must protect these external storage media from unauthorized use or access.

All employees or other users that need assistance or guidance on encrypting sensitive data on any School computer or device described in this section shall contact the IT Security Manager.

12. MONITORING, VULNERABILITY, AND PATCH MANAGEMENT

This area is concerned with minimizing the School's attack surface through the detection and mitigation of vulnerabilities and the early detection of intrusions.

The IT Security Manager shall:

1. Monitor the School's network so that it may detect and investigate security incidents when they occur;
2. Engage in effective vulnerability management and penetration testing in order to detect and remediate vulnerabilities when they occur in the School's computer equipment, systems, and applications; and
3. Perform regular patch management in order to maintain the School's information systems in a secure state.

13. HIGH AVAILABILITY, DISASTER RECOVERY, AND PHYSICAL PROTECTION

Procedures related to high availability, disaster recovery, and physical protection are intended to make it possible for the School to continue to operate successfully in the face of adversity, which may range from mild, routine failures of School computers to severe natural or man-made catastrophes.

The School will ensure the availability and recoverability of the School's data and data systems in accordance with industry best practices.



Physical access to the School's data centers shall be governed by the same access requirements applicable to server rooms and telecommunications rooms at the School.

14. INCIDENT RESPONSES

All incidents of network or system shutdown or failure shall be reported to the IT Security Manager immediately. The IT Security Manager shall utilize industry standards and current best practices in responding to and resolving such incidents.

Incidents involving a data breach shall be reported to the Student Data Manager who, along with the IT Security Manager, shall follow the data breach protocol set forth in the School's Data Governance Plan.

15. ACQUISITION AND ASSET MANAGEMENT

The School shall follow its purchasing and procurement policies when purchasing technology equipment.

The School will track, support, and manage all of its acquired technology assets (hardware and software) in a reasonable and effective manner.

16. POLICY, AUDIT, AND E-DISCOVERY TRAINING

The School shall provide training on its policies as required by law. This includes providing training to its employees, aids, and volunteers regarding information technology security matters on an annual basis. The School shall also provide training on audits and e-discovery as required by law.

17. REVIEWS AND AUDITS

The IT Security Manager shall periodically review the School's security policies, procedures, plans. The IT Security Manager shall ensure that security and privacy audits are performed as required by this Plan or by law.

QA Information Technology Systems Security Plan
Last Updated: 9-25-17



Quest Academy Investment Policy



PURPOSE

Quest Academy (the “School”) shall invest its cash assets in such a manner as to comply with the requirements of the State Money Management Act (the “Act”) as set forth in Utah Code § 51-7-1 et seq.

Although certain market conditions may allow for short-term investment of funds in a vehicle other than the Utah Public Treasurers’ Investment Fund (“PTIF”), the primary purpose of this policy is for the investment of funds for periods of 24 months or longer.

The objectives of this policy include the following:

- A. To provide for the safety of principal, preservation of capital, and mitigation of risk.
- B. To provide for the liquidity necessary to match the School’s cash requirements.
- C. To increase interest income through higher yielding investments.

POLICY

The School shall make investment decisions as follows:

- A. All investment activities shall be conducted with the same degree of judgment and care which an ordinary reasonable person exercises in the management of their own affairs.
- B. Professionals retained by the School as defined in the Act, so long as they are acting in accordance with the Act and this policy and exercise due diligence, shall be relieved of personal responsibility for credit or market price changes, provided that deviations are reported to the Board of Directors in a timely fashion and appropriate action, if necessary, is taken to control adverse developments.
- C. Individuals involved in the School’s investments shall refrain from personal business activity in conflict with proper execution of this policy.
- D. The Board of Directors shall manage investment activities authorized by the Act in consultation with the School’s financial advisor. The Board of Directors shall maintain a system of internal controls so that School funds are protected at all times from loss, theft, and fraud.
- E. The Board of Directors shall name a financial institution with a Utah office as the custodian for all investments made by the School other than PTIF investments,



which are held by financial institutions designated by the State Treasurer. In addition, the School shall purchase investments only from those certified dealers and registered agents that have registered with the State Money Management Council.

- F. To the extent possible, the School shall attempt to match investments with anticipated cash requirements, although the PTIF is preferred for periods up to two years.
- G. Transfers into and out of the School's investment accounts to accomplish the objectives of this policy may be made when approved by both the Principal and the School's Management Company. Any transfer approved by both the Principal and the School's Management Company shall be reported to the School's Board of Directors.

QA Investment Policy
Board Approval Date: 9-10-19





QUEST ACADEMY

INNOVATION • PASSION • MASTERY

LAND Trust Council Membership & Election Procedures

Quest Academy (the “School”) has established a Charter LAND Trust Council (the “LAND Council”) to prepare a plan for the use of School LAND Trust Program money in accordance with state law.

1. **LAND Council Size & Composition.** The LAND Council shall consist of no fewer than five (5) and no more than thirteen (13) members. The LAND Council shall determine the size of its membership by a majority vote. The number of LAND Council members who are parents or grandparents of students enrolled at the School *shall* exceed all other members combined by at least two.
 - a. If the School’s governing board meets the size and composition requirements above, the governing board will serve as the LAND Council.
2. **Election Procedures.** If the School’s governing board does not serve as the LAND Council, membership shall consist of the required number of parents or grandparents of students, the School’s director, and may also include other School employees.
 - a. The School will notify parents/guardians about the LAND Council and provide information on becoming a member of the School’s LAND Council.
 - b. If the number of interested individuals exceeds the number of open positions, an election will take place. Families will be notified of the election process at least ten (10) days before voting commences, and each family will be given the opportunity to vote. Voting will be anonymous. The School’s director will oversee the elections.
 - c. If the number of interested individuals is less than or equal to the number of open positions, an election is not required.
 - d. Terms shall be for a period of one (1) year, and members are eligible for re-election.

QA LAND Trust Council Membership & Election Procedures
Board Approval Date: 10-13-20



Quest Academy Language Access Policy



PURPOSE

The purpose of this policy is to help ensure that Quest Academy (the “School”) provides access to its services, programs, and activities to persons who have limited English proficiency and understand languages other than English.

DEFINITIONS

For purposes of this policy, the following terms have the following meanings:

“Primary language” means the first language spoken by a student and a student’s parent/guardian.

“Interpretation” means simultaneous communication between a speaker of English and a speaker of another language.

“Translation” means written communication wherein the written words of one person are communicated to others in writing in a different language.

Policy

Language Access Coordinator

The School’s Principal shall designate a Language Access Coordinator who is responsible for implementing this policy at the School and ensuring that any necessary training on the policy is provided. The Language Access Coordinator may also recommend updates or changes to this policy in an effort to make the policy more effective.

Notification to Employees

The School shall notify its employees of this policy, the rights of parents/guardians and students to receive language assistance services, and the proper procedures to access language assistance services as outlined in this policy.

Determination of Primary Language

Within thirty (30) calendar days of a student’s enrollment (or re-enrollment) in the School, the School shall determine the primary language spoken by the student and the student’s parent/guardian, and if such language is not English, whether the student and parent/guardian require language assistance to communicate effectively with the School.



The School shall maintain a current record of the primary language of each parent/guardian of students enrolled in the School.

Obligation to Provide Language Assistance Services

The School shall, consistent with this policy and applicable law, provide translation and interpretation services to students and parents/guardians who require language assistance in order to communicate effectively with the School.

Interpretation Services

The School shall provide interpretation services during regular business hours to parents/guardians and their students who require such services in order to communicate with the School regarding critical information about the students' education. Depending upon availability, such interpretation services may be provided at the School, a reasonable location agreed upon by the School and a student's parent/guardian, or virtually.

The School shall provide the interpretation services described above for School activities, including but not limited to:

- (a) classroom activities;
- (b) impromptu and scheduled office visits or phone calls;
- (c) enrollment or registration processes;
- (d) the Individualized Education Program (IEP) process;
- (e) student educational and occupational planning processes;
- (f) fee waiver processes;
- (g) parent engagement activities;
- (h) student disciplinary meetings;
- (i) community councils (if any);
- (j) board meetings;
- (k) other School activities; and
- (l) other interactions between the parents/guardians of a student learning English and educational staff at the School.

Translation Services

The School shall provide translations of School materials to parents/guardians and their children who require them to communicate effectively with the School, and such materials include, but are not limited to:

- (a) registration or enrollment materials, including home language surveys and English learning program entrance and exit notifications;
- (b) assignments and accompanying materials;
- (c) report cards or other progress reports;
- (d) student discipline policies and procedures;
- (e) grievance procedures and notices of rights and nondiscrimination;
- (f) parent or family handbooks;



- (g) requests for parent permission; and
- (h) any other guidance, including guidance on when oral interpretation is preferable to written translation, to improve instruction and assistance by teachers, counselors, and administrators to a student learning English and the student's parents/guardians and family.

Centrally Produced Critical Communications

The School shall identify documents that it distributes or electronically communicates to parents/guardians containing critical information regarding their child's education, including, but not limited to, documents pertaining to:

- (a) registration, application, and selection;
- (b) standards and performance (e.g., standard text on report cards);
- (c) conduct, safety, and discipline;
- (d) special education and related services; and
- (e) transfers and withdrawals.

The School shall procure translations of the applicable critical communications listed above in a timely manner, in each of the covered languages, and work to make such translations available to parents/guardians and students of the School.

Student-Specific Critical Documents

Where required under this policy, the School shall provide parents/guardians with a translation of important documents that contain individual, student-specific information regarding, but not limited to, their student's:

- (a) health;
- (b) safety;
- (c) legal or disciplinary matters; and
- (d) entitlement to public education or placement in any special education, English language learner or non-standard academic program.

Qualifications of Interpreters and/or Translators

Individual interpreters and translators provided by the School do not have to be certified unless certification is required by law. However, they should be competent and, where possible, have experience providing interpretation or translation services for school activities and materials listed in this policy. Where deemed appropriate by the School's Principal or Language Access Coordinator, the School may utilize online translation services such as Google Translate or Microsoft Translator to translate School materials or documents described in this policy.

The School shall follow its Special Education Policies and Procedures Manual when providing interpretation and translation services for students with disabilities.



COMPLAINTS

If any parent/guardian or student feels that they are not receiving the language assistance services set forth in this policy, they may address those concerns through the School's Parent Grievance Policy.

ANNUAL REVIEW OF POLICY

The School shall review this policy for efficacy on an annual basis. As part of this review, and for purposes of evaluating the effectiveness of this policy, the School may consult with its stakeholders and community members, refugee resettlement agencies, immigration services organizations, ethnic based community organizations.

QA Language Access Policy
Board Approved Date: 6-13-23



Quest Academy LEA-Specific Educator License Policy



PURPOSE

Quest Academy (the “School”) is committed to employing educators who are properly licensed and qualified for their positions. This policy is adopted in accordance with Rule R277-301 and governs the School’s application for LEA-specific educator licenses and its employment of educators on such licenses.

The School acknowledges that the purpose of LEA-specific educator licenses is to allow the School to hire otherwise qualified educators during the period that they are preparing and completing requirements to qualify for an associate educator license or a professional educator license.

POLICY

Applying for an LEA-Specific Educator License

The School’s administration will propose to the Board of Directors (the “Board”) candidates for an LEA-specific educator license as the need arises.

When the administration proposes a candidate for an LEA-specific license, they will follow the procedures below and provide the Board with an explanation and rationale for requesting an LEA-specific educator license under the criteria contained in this Policy.

When the Board determines that it is appropriate under this policy, the Board will approve the request for an LEA-specific educator license in a public meeting. Approval will take place no more than 60 days prior to submitting the application to the USBE on behalf of the candidate.

The Board will apply for the LEA-specific educator license for one, two, or three years as requested by the administration and approved by the Board, and in accordance with R277-301-7.

The School may not issue an LEA-specific license area of concentration to an educator for the license areas identified in R277-301-7, including special education, pre-school special education, deaf education, school psychologist, school social worker, audiologist, speech language therapist, or speech language pathologist.

In accordance with R277-301-8, the Board may request an eminence designation for an LEA-Specific license, license area, or endorsement for a teacher whose employment with the School is no more than 37% of a teacher’s regular instruction load.

Criteria for Employing Educators with an LEA-Specific Educator License



The School will use the following processes and consider the following criteria in determining whether to employ an educator and apply for an LEA-specific educator license:

1. Vet each candidate and contact references in order to verify that they are a strong candidate. In particular, ensure that the candidate does not have any prior misconduct that would impair their success in teaching.
2. Interview each candidate and verify that they support the School's philosophy of education.
3. Consider the extent to which each candidate has training in the content area and the ability to facilitate student learning in that content area.
4. Consider the extent to which each candidate has experience and the ability to effectively teach courses.
5. Consider whether the LEA-specific educator license is sought in a content area in which there is a shortage of qualified educators in the state.

When an LEA-specific license, license area, or endorsement is sought for an educator for a subject that comprises less than 50% of the educator's course load, the following criteria will also be considered:

1. Consider whether the educator is a certified teacher in other content areas.
2. Consider whether the number of periods to be taught under the LEA-specific license, license area, or endorsement constitutes a full teaching load.
3. Consider whether the School currently employs or is hiring a teacher who does not have a degree or endorsement in the content area but who can also teach other areas in which they are licensed.
4. Consider whether the educator has demonstrated proficiency in teaching these courses.

The School will also ensure that a candidate for an LEA-specific educator license has completed (or will timely complete) the required criminal background check and educator ethics review described in R277-301-7.

Educator Preparation and Support

Within the first year of employment, the School will train each educator holding an LEA-specific educator license on:

- (a) educator ethics;



- (b) classroom management and instruction;
- (c) basic special education law and instruction; and
- (d) the Utah Effective Teaching Standards described in R277-530.

Website Posting

This policy will be posted on the School's website.

The School will also prominently post the following information on its website:

- (a) disclosure of the fact that the School employs individuals holding LEA-specific licenses, license areas, or endorsements;
- (b) an explanation of the types of licenses issued by the USBE;
- (c) the percentage of the types of licenses, license areas, and endorsements held by educators employed in the School based on the employees' FTE as reported to the USBE Superintendent; and
- (d) a link to the Utah Educator Look-up Tool provided by the USBE Superintendent in accordance with Subsection R277-312-7(6).

QA LEA-Specific Educator License Policy
REVISION A
Board Approval Date: 3-08-22





QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Library Materials

Administrative Procedures

These procedures are established in accordance with the Library Materials Policy adopted by the School's Board of Directors.

I. Selection of Materials for School's Library Collection

- a. The School's librarian will select all library materials, including from materials provided as gifts or donations to the School's library. The selection of library materials will be consistent with the School's Library Materials Policy and will be performed under the direction of the Principal.
- b. The following selection criteria will be used in addition to those outlined in the Library Materials Policy:
 - i. Overall purpose and educational significance;
 - ii. Legality;
 - iii. Age and developmental appropriateness;
 - iv. Timeliness and/or permanence;
 - v. Readability and accessibility for intended audience;
 - vi. Artistic quality and literary style;
 - vii. Reputation and significance of author, producer, and/or publisher;
 - viii. Variety of format with efforts to incorporate emerging technologies; and
 - ix. Quality and value commensurate with cost and/or need.
- c. The librarian may seek recommendations and work collaboratively with parents, patrons, and others in the School community during the selection process.
- d. The School's library collection will reflect a diversity of ideas, varying viewpoints, and adhere to applicable law.
- e. Any electronic databases and other web-based searches and content will be filtered through the School's state-required internet filter.

II. Library Collection Maintenance

- a. Library materials will be maintained consistent with the criteria listed above and applicable state and federal laws, including Utah Code § 53G-10-103.
- b. The librarian or another employee designated by the School's Principal will inventory the School's library collection and equipment annually or at another time interval determined by the Principal. The inventory may be used to:
 - i. Determine losses and remove damaged or worn materials to be considered for replacement;



- ii. Deselect and remove materials that are inconsistent with the law or that are no longer relevant to the curriculum or of interest to students; or
- iii. Identify gaps or deficits in the School's library collection.

III. Library Materials Review Process

- a. A library materials review request may only be made by:
 - i. A parent of a student who attends the School;
 - ii. A student who attends the School; or
 - iii. An employee of the School.
- b. A library materials review request must be made in writing by completing the School's Library Materials Review Request Form and submitting the Form to the School's Principal or another employee designated by the School's Principal. The requestor must provide all information requested on the Form.
- c. All library materials review requests must be based upon the concern that the material is "sensitive material" as defined in Utah Code § 53G-10-103 or upon concerns with the age-appropriateness of content in the material.
- d. To the extent practicable, the identity of a requestor will be protected and kept confidential from all individuals outside of the School's review process outlined in these procedures.
- e. The material that is subject to a review request will have restricted access (for example, by maintaining the material behind the circulation desk and requiring an access code for digital materials) until the processes described in these procedures are completed. Access to such material will be limited to students with prior parent/guardian permission only. A list of restricted materials will be made available to the public upon request.
- f. After receipt of a request for review, the School's Principal or another employee designated by the School's Principal will acknowledge receipt of the request and convene a Library Materials Review Committee (the "Review Committee") within a reasonable time according to the procedure outlined below:
 - i. The Review Committee will include a reasonable number of individuals.
 - ii. Members of the Review Committee will be selected by the Principal and include at least the following:
 - 1. The School's Principal or another member of the School's administration;
 - 2. A licensed teacher at the School (if practicable, the teacher will be an English language arts teacher or teacher who teaches a subject that is relevant to the challenged material);
 - 3. The School's librarian; and
 - 4. At least two parents of current students at the School that are reflective of the School community as required in Subsection 53G-10-103(3).
- g. The Review Committee will determine the amount of time needed for an adequate review of the challenged material to make a thorough and thoughtful decision and inform the requestor of the determined timeline. The Review Committee will strive to complete all reviews and make its final decision between thirty to sixty (30-60) days of its receipt of the request for review.



- h. Each member of the Review Committee will receive materials to complete the review process, including the following:
 - i. A copy of the Library Materials Review Request Form that was submitted;
 - ii. Access to the challenged material;
 - iii. A copy of the School's Library Materials Policy and these procedures; and
 - iv. Any relevant information about the challenged material from the School's librarian, including the reason(s) the material was selected to be in the School's library collection.
- i. The Review Committee will schedule a meeting (or multiple meetings, if the Review Committee determines that is necessary) to complete the review process.
- j. The Review Committee will determine whether the challenged material constitutes sensitive material consistent with Utah Code § 53G-10-103, the School's Library Materials Policy and these procedures, and the guidance letter provided by the Attorney General's Office dated June 1, 2022.
- k. In deciding whether the challenged material constitutes sensitive material, the Committee will:
 - i. Consider *all* elements of the definitions of pornographic or indecent material as defined in Utah Code § 76-10-1235, § 76-10-1201, § 76-10-1203, and § 76-10-1227; and
 - ii. Whether the challenged material is age appropriate due to vulgarity or violence.
- l. In deciding whether the challenged material is age appropriate due to vulgarity, violence, or content, the Review Committee must consider the challenged material taken as a whole and consider whether it has serious literary, artistic, political, *or* scientific value for minors, which may include the following objective criteria:
 - i. Reliable, expert reviews of the material or other objective sources;
 - ii. Review Committee members' experience and background; and
 - iii. Community standards.
- m. In deciding whether the challenged material taken as a whole has serious literary, artistic, political, or scientific value as described above, the Review Committee will consider that:
 - i. Serious value does not mean *any value*; and
 - ii. Greater protections should exist concerning content for a library in an elementary or middle school setting.
- n. The Review Committee will make a final decision on a challenged material as follows:
 - i. **Retained:** the decision to maintain access in the School to the challenged material for all students;
 - ii. **Restricted:** the decision to restrict access in the School to the challenged material for certain students as determined by the Review Committee; or
 - iii. **Removed:** the decision to prohibit access in the School to the challenged material for all students.
- o. The decision of the Review Committee will be determined by majority vote of the Review Committee members. This decision is final unless appealed in accordance with Section IV below.
- p. The final decision of the Review Committee will be communicated in writing to the requestor and appropriate School employees within seven (7) days of the decision being made.



- q. The challenged material may not be reviewed again for three (3) school years following the Review Committee’s decision.
- r. The School will maintain a list of all materials that receive a “removed” decision from the Review Committee and share the list with all School employees. The list will also be made available to the public upon request.
- s. The School will also maintain a list of all Review Committee final decisions on challenged material and share the list with all School employees, whether the final decision was retained, restricted, or removed.
- t. If library materials review requests become unduly burdensome, the School may limit the number of review requests an individual may make in the course of a school year.

IV. Appeals Process

- a. The original requestor or another individual listed in Section III(a) who was not on the Review Committee may appeal the decision of the Review Committee in writing to the School’s Board of Directors (the “Board”) within fourteen (14) days of receipt of the Review Committee’s final written decision using the School’s Library Materials Appeal Request Form.
- b. After receipt of a completed Library Materials Appeal Request Form, the Board President or another Board member designated by the Board President will acknowledge receipt of the appeal and appoint a Library Materials Appeals Committee (the “Appeals Committee”) within a reasonable time according to the procedure outlined below:
 - i. The Appeals Committee will include at least three individuals.
 - ii. Members of the Appeals Committee will be selected by the Board President or another Board member designated by the Board President and include at least the following:
 - 1. Two or more Board members;
 - 2. A School administrator and/or other School employee who did not participate in the initial Review Committee.
 - iii. The Board President or another Board member designated by the Board President may, in his/her discretion, also add to the Appeals Committee a parent or licensed teacher at the School who did not participate in the initial Review Committee.
 - iv. If a quorum of the Board is selected to serve on the Appeals Committee, the Appeals Committee will follow the Open and Public Meetings Act in its deliberations.
- c. The Appeals Committee will determine the amount of time needed for an adequate review of the challenged material to make a thorough and thoughtful decision and inform the requestor of the determined timeline. The Appeals Committee will strive to complete its review and make its final decision between thirty to sixty (30-60) days of its receipt of the appeal.
- d. Each member of the Appeals Committee will receive materials to complete the review process, including the following:
 - i. A copy of the Library Materials Review Request Form;
 - ii. A copy of the Library Materials Appeal Request Form;
 - iii. A copy of the challenged material;



- iv. The Review Committee’s final decision and rationale for the decision; and
- v. A copy of the School’s Library Materials Policy and these procedures.
- e. The Appeals Committee will schedule a meeting (or multiple meetings if the Appeals Committee determines that is necessary) to complete the appeals process.
- f. The Appeals Committee may make a final decision of a reviewed material as follows:
 - i. **Retained:** the decision to maintain access in a school setting to the challenged material for all students;
 - ii. **Restricted:** the decision to restrict access in a school setting to the challenged material for certain students;
 - iii. **Removed:** the decision to prohibit access in a school setting to the challenged material for all students; or
 - iv. Another decision as decided by the Appeals Committee.
- g. The decision of the Appeals Committee will be determined by majority vote. This decision is final, subject to Section V below.
- h. A challenged material may not be reviewed again for three (3) school years if the Appeals Committee votes to uphold the Review Committee’s decision.
- i. The final decision of the Appeals Committee will be communicated in writing to the requestor and appropriate employees within seven (7) days of the decision.
- j. The School will maintain a list of the final decisions made by the Appeals Committee and share the list with all School employees. The list will also be made available to the public upon request.

V. Final Procedural Review (Applicable if permitted by R277-123)

- a. The requestor in Section IV(a) may, in accordance with R277-123, petition the USBE for a procedural review of the Appeals Committee’s final decision.
- b. The USBE’s review decision is final.

VI. Postings on Website

- a. The School will post the following on its website:
 - i. The Library Materials Policy and these procedures;
 - ii. The Library Materials Review Request Form; and
 - iii. The Library Materials Appeal Request Form.

QA Library Materials
ADMIN Procedures
 Last Updated: 9-22-22





QUEST ACADEMY

Library Materials Review Request Form

Information about Library Material Requested to be Reviewed:

- 1) Title: _____
- 2) Author: _____
- 3) School where this library material can be accessed: _____

Information about Requestor:

- 1) Name: _____
- 2) Telephone: _____
- 3) Address: _____
- 4) Email: _____
- 5) Are you a student of this school? Yes No
- 6) Are you a parent of a student of this school? Yes No
- 7) Are you an employee of this school? Yes No

Information about Review Request:

- 1) Was this library material recommended, assigned, or made available through the school? If so, where? _____

- 2) What complaints, objections, or concerns do you have about this library material? Please provide examples, page numbers, links, or any other information to help in locating or identifying the content of concern. Please attach any images or other corroborating evidence. You may attach other additional pages as needed. _____

- 3) What action(s) are you requesting the Library Materials Review Committee to consider?

Requestor's Signature: _____ Date: _____

After you submit this Form, you will receive an acknowledgment of receipt and an estimated timeline for when a decision will be made by the Review Committee. The Review Committee generally completes its review and makes its final decision between thirty to sixty (30-60) days after its receipt of a request for review.

*******BELOW IS FOR INTERNAL USE ONLY*******

Name of Administrator Convening the Review Committee: _____

Anticipated Date by Which Review will be Completed: _____





Library Materials Appeal Request Form

Instructions:

A requestor must submit this Form along with a copy of the Review Committee’s written decision within fourteen (14) days of receiving the Review Committee’s written decision.

Information about Requestor:

- 1) Name: _____
- 2) Telephone: _____
- 3) Address: _____
- 4) Email: _____
- 5) Date you received Review Committee’s written decision: _____
- 6) Are you a student of this school? Yes No
- 7) Are you a parent of a student of this school? Yes No
- 8) Are you an employee of this school? Yes No

Information about Challenged Library Material:

- 1) Title: _____
- 2) Author: _____
- 3) School: _____
- 4) Please provide a written statement setting forth your rationale to appeal the Review Committee’s decision regarding the challenged library material (attach additional pages as needed). _____

Requestor’s Signature: _____ Date: _____

After you submit this Form, you will receive an acknowledgment of receipt and an estimated timeline for when a decision will be made by the Appeals Committee. The Appeals Committee generally completes its review and makes its final decision between thirty to sixty (30-60) days after its receipt of an appeal.

*******BELOW IS FOR INTERNAL USE ONLY*******

Name of Board Member Convening the Appeals Committee: _____

Anticipated Date by Which Review will be Completed: _____

QA Library Materials
ADMIN PROCEDURES
Last Updated: 9-22-22



Quest Academy
Meal Charge Policy
Approved: 08.12.2025



POLICY

In accordance with state and federal law, Quest Academy Charter School adopts the following policy to ensure school employees, families and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day, prevent the over identification of students with insufficient funds to pay for school meals, and maintain the financial integrity of the nonprofit school nutrition program.

Children participating in the National School Breakfast Program or National School Lunch Program may qualify for free meals or purchase meals at a subsidized cost, at either the reduced price or paid rate. Free, reduced price or paid meal charges are based on an individual or household eligibility based on household size and income as set by the Federal poverty guidelines or participation in specific programs (SNAP TANF/FED, FDPIR or Medicaid).

Parents and /or guardians of students may apply for free or reduced meals on Quest Academy's website for the current school year. Applications must be submitted annually.

Payment of Meals

The goal of Quest Academy Charter School is to provide students with healthy meals each day in an effort to establish a foundation for healthy living and learning. Quest Academy's Food Services Department makes affordable, healthy and nutritious meals available. It is the responsibility of a student's parents to provide meals either by supplying food from home, by sending money to school so that the school can supply a meal, or by applying for meal assistance through the free and reduced meal program.

However, unpaid charges place a large financial burden on the Food Services Department. The purpose of this policy is to ensure compliance with federal reporting requirements for the USDA Child Nutrition Program, and to provide oversight and accountability for the collection of outstanding student meal balances.

The intent of this policy is to establish uniform meal account procedures throughout Quest Academy. The meal charge provisions of this policy pertain to regular-priced school meals (breakfast and lunch) and to reduced-price school breakfast meals only. The meal charge provisions of this policy do not apply to free meals, nor do they apply to reduced-price lunches.

When a student's meal account balance reaches \$0.00, a student may charge no more than \$10.00 to their account. When a meal account reaches this negative \$10.00 limit, a student shall not be allowed to charge further meals until the negative account balance is paid. Parents of full-pay students should ensure their student is sent with a home lunch (and breakfast, if applicable) until



their meal account is brought current. Parents of students receiving reduced-price meal benefits are not required, as explained below, to pay for lunch at school, regardless of their meal account balance; however, they are required to pay for breakfast at school, and should therefore ensure that their student eats breakfast at home or brings a breakfast to school, if applicable, until their meal account is brought current. When a student's meal account reaches any negative balance, a student or patron shall not be allowed to charge any a la carte items (such as extra milk) until the negative account balance is paid. Families may add money to a student's meal account at any of the school offices or on Quest Academy's website.

Students who qualify for free meals shall never be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases. In addition, per Utah Code § 53F-2-423, students who qualify for reduced-price lunch under the National School Lunch Program shall not be denied a reimbursable lunch and are not required to pay for reimbursable lunches at the school.

Students with outstanding meal charge debt shall be allowed to purchase a meal if the student pays for the meal when it is received.

Negative Account Balances

Parents/Guardians are responsible for payment to the food service program. Payments for meals should be paid in advance via Quest Academy's website or in the school office with cash, check or credit card. The school will make reasonable efforts to notify families when meal account balances are low. Additionally, the school will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. The school will coordinate communications with families to resolve the matter of unpaid charges. Families will be notified of an outstanding negative balance once the balance reaches a negative standing. Families will be notified by email, phone, letter, or text message. Negative balances not paid prior to the end of the school year will be turned over to administration for collection. Options for collection may include: collection agencies, small claims court, or any other legal method permitted by law.

If a student is without meal money on a consistent basis, the administration will investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced-price meals for their child.

Checks Returned for Non-Sufficient Funds (NSF)

When a check is returned to Quest Academy for "NSF," a letter will be sent to inform the parent(s) from the Food Service Director. Payment for the NSF check must be in the form of cash, a cashier's check, or money order. Payment must be received within ten (10) days of the date of the letter. Any penalty fee will be made payable to Quest Academy and sent to the Food Service office. The penalty fee and the amount of the check will be deducted from the child/children's meal account immediately upon notice from the bank and the above-mentioned rules will take effect. Second requests will follow the above-mentioned collection process.

Refunds for Withdrawn and Graduating Students



A written request for a refund of any money remaining in their meal account must be submitted. An email request is also acceptable. Students who are graduating at the end of the year will be given the option to transfer their funds to a sibling's meal account with a written request.

Unclaimed Funds

Unclaimed Funds must be requested within one school year. Unclaimed funds after that time will then become the property of Quest Academy Charter School.



Quest Academy
Middle School Physical Education Dress Code Policy



PURPOSE

The purpose of this policy is to set standards of dress during physical education class.

POLICY

TOPS AND BOTTOMS

Students must wear the required physical education uniform (shirt, shorts, etc.) issued by Quest Academy.

SHOES

Student must wear shoes that are designed for athletic use and that will not slip off of the feet.

If the physical education teacher determines that a student has come to class inappropriately dressed, or otherwise in violation of this policy, the teacher and/or administrator will handle each case, on an individual basis, according to the nature of the violation.

Dress code items not specifically covered but considered inappropriate or contrary to the purpose of the Dress Code Policy are subject to review and interpretation by the Board or the administrator(s) in charge of executing the Dress Code Policy. Dress code compliance is mandatory and consequences for violation will be enforced.

QA Middle School Physical Education Dress Code Policy
REVISION A
Board Approval Date: 8-13-21





Notice of Nondiscrimination

Quest Academy (the “School”) does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, citizenship status, or genetic information in its programs and activities as required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, and Title II of the Americans with Disabilities Act of 1990. The School also provides equal access to the Boy Scouts and other designated youth groups in accordance with the Boy Scouts of America Equal Access Act.

The following person at the School has been designated as the School’s Title IX Coordinator and as the person to handle all inquiries regarding the School’s nondiscrimination policies:

Dr. Dave Bullock, Principal
4862 West 4000 South
West Haven, Utah 84401
801-731-9860
dbullock@questac.org

If an individual believes that he or she, or his or her child, has been discriminated against by the School, that individual may contact the U.S. Department of Education for Civil Rights (“OCR”). OCR is a federal agency responsible for enforcing federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education, including public schools. The contact information for OCR’s headquarters (in Washington, D.C.) and its Denver Office (the office that serves Utah) is as follows:

<p>U.S. Department of Education Office for Civil Rights Lyndon B. Johnson Department of Education Bldg 400 Maryland Avenue, SW Washington, DC 2020-1100 Telephone: 800-421-3481 Fax: 202-453-6012; TDD: 800-877-8339 Email: OCR@ed.gov</p>	<p>Denver Office Office for Civil Rights U.S. Department of Education Cesar E. Chavez Memorial Building 1244 Speer Boulevard, Suite 310 Denver, CO 80204-3582 Telephone: 303-844-5695 Fax: 303-844-4303; TDD: 800-877-8339 Email: OCR.Denver@ed.gov</p>
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QA Notice of Nondiscrimination
Last Updated: 1-05-21





Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)/Utah FERPA

Quest Academy (the “School”) recognizes that the federal Protection of Pupil Rights Amendment (or PPRA) in 20 U.S.C. § 1232h and Utah FERPA in Utah Code § 53E-9-203 affords the parents of each elementary and secondary student certain rights with respect to the administration of surveys, collection and use of information for marketing purposes, and administration of certain physical examinations at school. These rights include, but are not limited to:

- **The right to prior written parental consent*** before a student is required to submit to any psychological or psychiatric examination, test, or treatment, or any survey, analysis, or evaluation in which the purpose or evident intended effect is to cause the student to reveal information concerning one or more of the following protected areas about the student or his/her family member’s (“protected information survey”):
 1. Political affiliations or, except as provided under Utah Code § 53G-10-202 or rules of the Utah State Board of Education, political philosophies;
 2. Mental or psychological problems;
 3. Sexual behavior, orientation, or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of individuals with whom the student or family member has close family relationships;
 6. Religious affiliations or beliefs;
 7. Legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; or
 8. Income, except as required by law.

** Such prior written parental consent is not required in connection with a protected information survey that is part of a youth suicide prevention program as described in Utah Code § 53G-9-702 or that is administered by the State of Utah; neither is such prior written consent required in circumstances where there is a reasonable belief that there is an emergency, child abuse, neglect, or a serious threat to the well-being of the student.*

- **The right to receive notice and an opportunity to opt a student out of:**
 1. Any protected information survey that is part of a suicide prevention program described in Utah Code § 53G-9-702;
 2. Any protected information survey administered by the State of Utah;



3. Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered by the School or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under Utah law; and
 4. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- **The right to inspect**, upon request and before administration or use:
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who reaches 18 years old or becomes an emancipated minor under Utah law.

The School has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School will directly notify parents of these policies at least annually during registration and will also provide notice of the policies within a reasonable period of time after any substantive changes in the policies. The School will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in any of the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The School will make this notification to parents at the beginning of the school year if the School has identified the specific or approximate dates of the activities or surveys at that time. For any surveys and activities scheduled after the school year starts, parents will be provided at least two weeks' notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Below is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution;
- Administration of any protected information survey; or
- Any non-emergency, invasive physical examination or screening as described on the previous page.

Parents who believe their rights have been violated may file a complaint with:



Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

QA PPRA-UT FERPA Notice
Last Updated: 9-29-21



Quest Academy
Paid Professional Hours for Educators Policy
Approved: December 10, 2024



PURPOSE

The purpose of this policy is to establish the parameters by which Quest Academy (the “School”) will provide paid professional hours to its educators.

DEFINITIONS

For purposes of this policy:

“Educator” means full-time and part-time educators employed by the School in the following positions:

- (a) general education teachers;
- (b) special education teachers;
- (c) counselors;
- (d) administrators;
- (e) specialists;
- (f) student support (may include librarians, instructional coaches, or other certified positions that work 50% or more in a School building);
- (g) psychologists;
- (h) speech language pathologists; and
- (i) audiologists.

“Paid professional hours” means hours outside of an educator’s contracted hours.

“Program funds” means funds allocated to the School in accordance with Utah Code § 53F-7-203 to provide paid professional hours to the School’s educators.

“Qualifying time” means the hours spent engaged in professional learning, including:

- (a) time spent traveling for the professional learning; and
- (b) time engaged in the professional learning.

POLICY

The School shall follow Utah Code § 53F-7-203 and Utah Administrative Code R277-629 regarding providing paid professional hours from program funds to the School’s educators.

Allowable Uses of Program Funds

Program funds for paid professional hours shall be used to provide educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the



challenging state academic standards. Accordingly, program funds may be used by the School to provide paid professional hours to its educators for the:

- (a) activities described in Utah Code § 53F-7-203(4)(b), including but not limited to qualifying time for professional learning as determined between an educator and the School's Principal; and
- (b) professional learning expenses described in Utah Code § 53F-7-203(4)(c).

The School shall not use program funds to cover costs that are not outlined in Utah Code § 53F-7-203, including indirect costs.

The maximum number of paid professional hours from program funds that an educator may receive from the School in one fiscal year is 32.

Educator Responsibilities

As a condition to receiving program funds, an educator shall, except as provided in Utah Code § 53F-7-203(5)(b)(i):

- (a) on or before September 30 of each year, create a plan, in consultation with the School's Principal, on how the educator plans to use the paid professional hours; and
- (b) before the end of a given fiscal year, provide a written statement to the School's Principal of how the educator used the paid professional hours.

Notwithstanding the foregoing, all educators' plans regarding their proposed use of paid professional hours are subject to review by the School's Principal. The Principal has discretion to approve or deny an educator's plan to the extent allowed by law. Educators may not receive paid professional hours until their plan has been approved by the Principal.

Timing and Method of Payment of Paid Professional Hours

The School's Principal shall decide, in consultation with the School's accounting and payroll staff, the timing and method in which paid professional hours will be paid out to the School's educators. However, the School shall pay out an educator's paid professional hours by June 30 annually.

Paid professional hours for an educator's qualifying time for professional learning shall be paid out at the educator's approximate contracted hourly rate for the most recent school year. Program funds used to pay for an educator's professional learning expenses shall count toward the educator's paid professional hours allocation and shall be paid out in an amount and manner that ensures the School's paid professional hours allocation for the educator is not exceeded.

The School may, in the Principal discretion, pro-rate program funds for an educator's paid professional hours if the educator's employment with the School ends before the end of the School year.



Quest Academy Parent & Family Engagement Policy



PURPOSE

In support of strengthening student academic achievement, Quest Academy (the “School”) receives Title I, Part A funds and must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116 of the Every Student Succeeds Act (the “ESSA”). This policy establishes the School’s expectations and objectives for meaningful parent and family involvement, describes how the School will implement a number of specific parent and family engagement activities, and is incorporated into the School’s plan submitted to the state pursuant to Section 1112 of the ESSA. The purpose of an effective parent and family engagement policy is to improve all students’ academic achievement.

POLICY

The School agrees to implement the following requirements as outlined by Section 1116 of the ESSA:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of this policy and the joint development of the targeted assistance or schoolwide program plan.
- Update this policy periodically to meet the changing needs of parents and the School, distribute it to the parents and family members of participating children, and make this policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- If the targeted assistance or schoolwide program plan under Section 1114(b) of ESSA is not satisfactory to the parents of participating children, submit any parent comments with such plan when the School submits the plan to the state.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:



- ✓ *Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:*
 - ★ *That parents play an integral role in assisting their child's learning;*
 - ★ *That parents are encouraged to be actively involved in their child's education at school;*
 - ★ *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees (if any) to assist in the education of their child; and*
 - ★ *The carrying out of other activities, such as those described in Section 1116 of the ESSA.*

Required Policy Components

Below is a description of how the School will implement or accomplish each of the following components required by Section 1116 of the ESSA:

- Joint Development of Policies, Plans, Compact, and Programs. The School will take the following actions to involve parents and family members in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I policies, plans, compact, and programs:
 - ✓ Distribute a copy of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet. The policy and school-parent compact will also be posted on the School's website.
 - ✓ Notify parents and family members of an annual meeting where parents and family members will be informed about the School's participation in and the requirements of Title I programs.
 - ✓ Hold other parent and family meetings during the school year to provide parents and family members with ongoing information, training, and materials to help them work with their children in the areas such as literacy, numeracy, and technology.
 - ✓ Hold parent-teacher conferences at least annually, where student achievement, behavior, and/or the school-parent compact will be reviewed and discussed.
 - ✓ The School and state websites will provide parents with information related to expected student proficiency levels.
 - ✓ The School website will provide parents with a description and explanation of the School's curriculum, mission, calendar information, policies, and opportunities for school and parent interaction.
 - ✓ Conduct an annual review and evaluation of this policy, the school-parent compact, and targeted assistance or schoolwide program plan. As part of the annual review and evaluation, the School will consider, and implement if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve this policy and the associated compact and plan. Suggestions or feedback may be provided to the School in the form of results from the School's needs assessment and evaluation given to parents, comments made by parents and



family members in meetings at the School and during parent-teacher conferences, or through other means.

- Communications. The School will take the following actions to provide parents and family members timely information about the Title I programs in which the School participates:
 - ✓ Distribute a copy of the updated version of this policy and the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - ✓ Provide information related to the Title I programs, meetings, and other activities to the parents of participating children in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand.

- School-Parent Compact. The School's school-parent compact outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the state's high standards. The School will review the school-parent compact with parents of participating children by doing the following:
 - ✓ Distributing a copy of the updated version of the school-parent compact to parents and family members at the beginning of each school year through appropriate channels, such as the registration packet.
 - ✓ Obtaining all parties' signatures (electronic or written) on each school-parent compact on an annual basis.
 - ✓ Encouraging parents to review the school-parent compact with their children on a regular basis.
 - ✓ Considering, and implementing, if appropriate, any suggestions or feedback provided by parents and family members on how the School can improve its school-parent compact.

- Reservation of Funds. The School currently does not receive Title I allocations of \$500,000 or more. In the event the School's Title I allocations reach or exceed \$500,000 in the future, the School will follow the requirements in Section 1116(a)(3) of the ESSA.

- Coordination of Services. The School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Building Capacity of Parents. The School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the School and the community to improve student academic achievement through the following:
 - ✓ Providing opportunities for discussion with parents about the School's curriculum, forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards.



- ✓ Engaging parents with materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement.
 - ✓ Giving parents information at parent-teacher conferences about their student’s state core testing and other appropriate curriculum based assessments.
 - ✓ Providing progress reports to parents to communicate their student’s academic performance throughout the school year.
 - ✓ Facilitating communication between parents and School personnel through the School’s LAND Trust Committee.
 - ✓ Scheduling School meetings, as well as parent-teacher conferences, in a way that will maximize parent and family member involvement and participation.
 - ✓ Gathering, on an annual basis, input from parents through a variety of methods. For example, parent surveys, needs assessments, conversation, parent-teacher conferences, and School activities.
 - ✓ Providing assistance to parents, as appropriate, in understanding topics such as the following:
 - ★ The challenging state’s academic standards;
 - ★ The state and local academic assessments, including alternate assessments;
 - ★ The requirements of Title I, Part A;
 - ★ How to monitor their child’s progress; and
 - ★ How to work with educators to improve the achievement of their child.
- Building Capacity of School Staff. The School will, with the assistance of parents, provide training to educate teachers, specialized instructional support personnel, principals/directors and other School leaders, and other staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the School. The School may accomplish this training through in-person trainings and/or through the utilization of online print and video resources. The School may also provide other reasonable support for parent and family engagement activities under Section 1116 as parents may reasonably request.

Parents and Family Members of Children Learning English

Any time this policy references “parents,” “family,” or “family members,” it includes parents and family members of students who are English language learners, regardless of the prevalence of children English language learners in the geographic area in which the School is located.

The School may seek assistance from community organizations to assist the School in communicating with parents and family members of students who are English language learners. If the School provides such assistance, it will try to determine the method of communication preferred by the parents and family members of students who are English language learners.



Review

The School will annually review and evaluate this policy, the school-parent compact, and the targeted assistance or schoolwide program plan to determine their effectiveness in improving the academic quality of the School and academic achievement of its students. Results of the annual review and evaluation will be used to design strategies for more effective parent and family engagement.

QA Parent& Family Engagement Policy
REVISION A
Board Approved Date: 10-11-22



Quest Academy Parent Compact

Student/Parent/Teacher/Principal



STUDENT RESPONSIBILITIES

It is important that I learn, therefore I will:

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

PARENT/GUARDIAN RESPONSIBILITIES

I want my child to achieve, therefore I will:

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

TEACHER RESPONSIBILITIES

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

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

PRINCIPAL RESPONSIBILITIES

I support this compact, therefore I will:

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



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

Date: _____

Parent/Guardian Signature

Student Signature

Teacher Signature

Principal Signature

QA Parent Compact
Board Approval Date: 3-09-10





Quest Academy Parent Grievance Policy

The purpose of this policy is to clarify for parents a process by which concerns can be addressed. The Board encourages active parent participation in their child(ren)'s education and hopes that parents will feel empowered to voice their opinions, volunteer in and out of the classroom for Quest Academy, and work as a team to provide the best education for their child(ren).

If you have a concern with a teacher or any staff member of QA, the following steps shall be followed:

1. Items involving teachers, staff members or administration should first be addressed with the individual(s) directly involved.
2. If the issue is not resolved at this level, you may address your concern with the administration.
3. If the issue remains unresolved, or the specific issue concerns the administration, a written complaint* may be filed with the Board of Directors.

If you have a concern with a policy, procedure or practice at the school, the following avenues of expression are available to you:

1. Contact the following individuals for directions regarding who to contact: Board of Director Members and/or school Administrator:
 - a. If the concern is directly related to administrative practices or procedures, you may address your concern directly with the administration.
 - b. If your concern is directed to PTO, you may attend the regular PTO Parent Meetings held in the library (Please see PTO Book for this year's dates and times) and express yourself during the parent comment portion or call the Chairman at least three working days in advance and request to be placed on the Agenda.
 - c. If your concern deals with school policy, you may address the Board in a formal Board of Directors meeting during the "public comment" portion. You may also request to be added to the meeting agenda by contacting the president of the Board of Directors 3 working days prior to the scheduled meeting date. It is important to note that the Board President has discretion over the Board Meeting Agenda items.

If you feel you or your child has been treated unfairly, discriminated against, or treated in a manner that is in violation of state or federal law:



1. You may file a written complaint* with the principal, and if you wish, make an appointment to discuss the issue.
2. You may file a written complaint* with the Board of Directors.
3. You are welcome to attend the Board of Directors' Meeting and have the issue addressed during a regularly scheduled public comment period.

* Written complaints shall specify the individual(s) involved, details of the incident(s) spurring the complaint, including dates and approximate times, and details of an attempt to rectify the situation.

QA Parent Grievance Policy
Board Approval Date: 8-12-08



Quest Academy Pest Management Policy



Quest Academy (the “School”) is committed to providing a safe environment for our students and staff. We recognize that, to provide a safe environment, is important to protect students from exposure to both pests and pesticides. The School has therefore adopted the Integrated Pest Management (“IPM”) approach to pest control under Utah state law. IPM is an ecologically-based pest management strategy that seeks to solve pest problems with minimum impact on human health and the environment. The IPM approach minimizes the exposure of students and staff to pesticides by incorporating a variety of non-chemical and chemical methods to prevent and eradicate pests. The Principal ensures that the IPM approach is implemented under Utah Administrative Code R392-200-7(12).

QA Pest Management Policy
Board Approval Date: 1-13-15



Quest Academy Political Signs on School Property Policy



PURPOSE

This policy addresses posting political signs on Quest Academy's (the "School") property.

POLICY

Under Utah Code §20A-17-103, the School does not permit posting any political signs on School property.

QA Political Signs on School Property Policy
Board Approval Date: 10-13-15



Quest Academy Procurement Policy



POLICY

Quest Academy (the “School”) will follow applicable state and federal laws in connection with the procurement of services, supplies and equipment, including but not limited to the provisions of the Utah Procurement Code at Utah Code § 63G-6a-101, *et seq.* and the administrative rules in Title R33 of the Utah Administrative Code.

Procurement Processes

The School will follow the procurement processes below unless an exception applies.

Quotes or Bids Not Required

No procurement process is required for purchases of items up to \$5,000. The School may make such purchases from any vendor without obtaining competitive bids or quotes. However, the School may only purchase up to \$10,000 worth of items each costing \$5,000 or less from one vendor at one time without obtaining competitive bids or quotes. The School may also only purchase up to \$50,000 worth of items each costing \$5,000 or less from one vendor during one year without obtaining competitive bids or quotes.

Quotes or Bids Required

For small purchases as defined in R33-5-107, which will typically include purchases of items between \$5,000.01 and \$50,000 other than professional services or construction projects, the School will obtain at least two competitive bids or quotes that include minimum specifications and purchase from the responsible vendor offering the lowest bid or quote meeting the specifications. The School will also record and maintain as a governmental record the names of the vendors offering bids or quotes and the date and amount of each bid or quote.

Formal Procurement Process Necessary

For purchases of items over \$50,000 other than professional services or construction projects, the School will conduct a formal procurement process, such as an Invitation for Bids or a Request for Proposals.

Professional Services

For small purchases of professional service providers and consultants as defined in R33-5-108, which will typically include purchases of such services up to \$100,000 per project, the School will first review the qualifications of at least three companies, firms, providers, and/or individuals and then select one through direct negotiation. Obtaining competitive bids or quotes for the above-described small purchases is not required.



For small purchases of design professional services as defined in R33-5-105, which will typically include purchases of such services up to \$100,000 per project, the School will first review the qualifications of at least three design professional firms and then select one through direct negotiation. The School will also include minimum specifications when doing a small purchase of design professional services as defined in R33-5-105. Obtaining competitive bids or quotes for the above-described small purchases is not required.

However, if the cost of a professional service provider's, consultant's, or design professional's services exceeds \$100,000, the School will conduct a formal procurement process for such services, such as an Invitation for Bids or a Request for Proposals.

Construction Projects

For small purchases of construction projects as defined in R33-5-106, the School may procure a small construction project up to \$25,000 from a contractor without obtaining competitive bids or quotes after documenting that all building code approvals, licensing requirements, permitting, and other construction related requirements are met. When procuring a small construction project costing between \$25,000.01 and \$100,000, the School will obtain at least two competitive bids or quotes that include minimum specifications and will award the project to the contractor with the lowest bid or quote that meets the specifications after documenting that all applicable building code approvals, licensing requirements, permitting, and other construction related requirements are met.

The School will include minimum specifications when doing a small purchase of a construction project as defined in R33-5-106. Contractors selected by the School to do a small construction project must certify that they are capable of meeting the minimum specifications of the project.

If the cost of a construction project exceeds \$100,000, the School will conduct a formal procurement process, such as an Invitation for Bids or a Request for Proposals.

Other Requirements

The School will not artificially divide purchases or otherwise take steps in order to avoid the requirement to obtain competitive bids or quotes or conduct a formal procurement process.

School personnel will comply with the provisions of the Procurement Code prohibiting the acceptance of gratuities or kickbacks from vendors during the procurement process.

The School's contracts with vendors, including any renewal or extension periods, will not have a term that is longer than five years unless an exception applies or the School complies with the requirements of the Procurement Code governing any contract with a term that is longer than five years.

The School will comply with the requirements of the Procurement Code in connection with any construction or real property improvements undertaken by the School.



When entering into a contract, the School will ensure that the contract includes appropriate language regarding the scope of work to be performed, adequately addresses any applicable federal requirements, and includes language regarding data privacy and use, where appropriate. The School will ensure that the appropriate legal review of contract language is performed prior to entering into the contract.

Any alleged violations of this policy or applicable law shall be reported in writing to the School's Principal or Board of Directors.

QA Procurement Policy
REVISION B
Board Approval Date: 3-08-22



Quest Academy Proper Use of Public Funds and Assets Policy



PURPOSE

The purpose of this policy is to establish that Quest Academy (the “School”) will not misuse its public funds or assets to try to persuade students to enroll in the School or participate in any of the School’s programs.

POLICY

The School shall comply with Utah Administrative Code Rule R277-417 regarding providing incentives, disbursements, or equipment to its students or potential students.

The School may use public funds to provide its students with equipment as set forth in R277-417. However, if the School or a third-party provider of the School purchases equipment and provides the equipment to a student or a student’s parent or guardian, the equipment remains the property of the School. Upon receipt of such equipment, the student and the student’s parent or guardian shall take reasonable precautions to protect the equipment. If the equipment is damaged or lost while under the care of the student or the student’s parent or guardian, they may be financially responsible for the cost of repair or replacement.

The School shall use, manage, and dispose of equipment and other assets in accordance with applicable law and rule.

QA Proper Use of Public Funds & Assets Policy
Board Approved Date: 2-07-23





QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Public Education Engagement & Exit Survey *Administrative Procedures*

Quest Academy (the “School”) recognizes the importance of understanding factors that influence public educator satisfaction and the reasons public educators choose to leave the School or public education in general. The School believes that collecting such information may help the School improve their educators’ morale, engagement, and job satisfaction, as well as help the School improve its recruitment and retention of educators.

The School shall abide by Utah Code § 53G-11-304 and Utah Administrative Code Rule R277-325 with respect to the administration of the Public Education Engagement Survey and the Public Education Exit Survey.

The purpose of these administrative procedures is to help the School comply with all requirements related to the surveys as set forth in the law.

Definitions

“Educator” for purposes of these administrative procedures means:

- (a) a general education classroom teacher;
- (b) a preschool teacher;
- (c) a special education teacher; or
- (d) a school based specialist.

“Public Education Engagement Survey” for purposes of these administrative procedures means the model Public Education Engagement Survey referenced in and available at R277-325-3(2)(a).

“Public Education Exit Survey” for purposes of these administrative procedures means the model Public Education Exit Survey referenced in and available at R277-325-3(2)(b).

Administering Surveys

Public Education Engagement Survey

The School shall request that its educators complete the Public Education Engagement Survey, at a minimum, every other year beginning in the 2019-20 school year. Except as provided below with respect to new educators, the School shall request that its educators complete the Public Education Engagement Survey in the opposite years from those in which it administers the school climate



survey described in Rule R277-623 (for example, if the School administers the school climate survey in the 2020-21 school year, the School should request that its educators complete the Public Education Engagement survey in the 2019-20 school year).

With respect to new educators, the School shall request that its new educators complete the Public Education Engagement Survey every year for the first three years the educator is in the profession.

Public Education Exit Survey

The School shall request that an educator leaving the School complete the Public Education Exit Survey at the time of the educator's separation from employment with the School.

Survey Providers

The School shall use a USBE-approved online provider or a provider approved by the LEA to administer the Public Education Engagement Survey and Public Education Exit Survey. If the School administers the Public Education Engagement Survey or the Public Education Exit Survey through a provider other than a USBE-approved online provider, the School shall provide the data from the surveys to the State Superintendent by June 30 annually in a manner prescribed by the State Superintendent.

Survey Questions

The School may add additional questions to the model Public Education Engagement Survey or Public Education Exit Survey when it administers such surveys to its educators, but any additional questions:

- (a) must allow each educator to remain anonymous;
- (b) must not request the educator's CACTUS ID number; and
- (c) may ask each educator to voluntarily identify the educator's school.

Survey Results

Only the School's Principal, Board of Directors, and appropriate personnel specifically authorized by the Principal may have access to results of the Public Education Engagement and Exit Surveys.

The Principal shall implement whatever protective measures are necessary to prevent the identification of educators who complete the surveys, including but not limited to:

- (a) instructing educators to not share personally identifiable information in their survey responses; and
- (b) redacting any personally identifiable information that educators inadvertently (or intentionally) include in survey responses before giving access to the survey results to authorized individuals identified in the paragraph above.



Quest Academy Public Education Materials Development Policy



PURPOSE

The purpose of this policy is to establish rules related to the sharing of public education materials developed by employees with Quest Academy (the “School”) funds or on contract time. The School intends for this policy to comply with the applicable requirements in Utah Administrative Code Rule R277-120.

POLICY

Definitions

For purposes of this policy, “public education materials” means courseware and materials developed with School funds or on contract time and includes, but is not limited to:

- (a) syllabi;
- (b) instructional materials;
- (c) modules;
- (d) textbooks, including teacher’s editions;
- (e) student guides;
- (f) supplemental materials;
- (g) formative and summative assessment supports;
- (h) laboratory activities;
- (i) simulations;
- (j) musical or dramatic compositions;
- (k) audio, video, or photographic material;
- (l) manuals;
- (m) codes; and
- (n) software.

For purposes of this policy, “sensitive materials” means the same as that term is defined in Utah Code § 53G-10-103.

Public Education Materials Developed with School Funds or on Contract Time

All public education materials developed by School employees with School funds or on contract time shall, upon review and approval of the School’s Principal, be eligible to be shared with third parties under a Creative Commons attribution license (“CC-BY license”). Public education materials developed by School employees with School funds or on contract time that have not been reviewed and approved for sharing by the Principal shall not be shared with third parties for their personal use.

The CC-BY license covering public education materials developed by School employees with School funds or on contract time shall include the name of the School and the author(s). Third



parties who use the public education materials shall (1) provide proper attribution to the School and author(s); (2) provide a link to the CC-BY license; and (3) indicate if any changes were made to the materials.

All public education materials developed by School employees with School funds or on contract time shall be the property of the School, subject to the CC-BY licensing described above. With the exception of other educators in Utah public schools, the School may charge third parties for using public education materials developed by School employees with School funds or on contract time. The School shall not charge other educators in Utah public schools for using public education materials developed by School employees with School funds or on contract time.

Consistent with R277-120, no School employee shall sell for personal gain public education materials developed with School funds, with funds from the Utah State Board of Education, or on contract time. School employees who violate this provision may be in violation of the Utah Public Officers' and Employees' Ethics Act.

School employees are prohibited from developing sensitive materials with School funds.

Public Education Materials Developed Without School Funds

School employees may develop public education materials using their own personal time and resources, and they may share such materials through a CC-BY license or otherwise share (or sell) the materials without permission from the School. However, Utah licensed educators (1) may only share public education materials that are consistent with the Utah Professional Educator Standards contained in Utah Administrative Code Rule R277-217; and (2) may not share materials that advocate illegal activities or materials that are inconsistent with the educator's legal and role model responsibilities.

QA Public Education Materials Development Policy
Board Approval Date: 4-18-23



Quest Academy Purchasing & Disbursement Policy



PURPOSE

The purpose of this policy is to enable the administration to make minor purchases that are necessary for the day-to-day operation of Quest Academy (the “School”), without approval of the Board of Directors (the “Board”).

Purchasing

The responsibility for approving purchases is delegated to the Principal of the School by the Board as set forth below.

- All purchases up to \$5,000 must be approved by the Principal;
- All purchases between \$5,001 and \$15,000 must be approved by the Principal and either the Board President *or* Board Treasurer;
- All purchases between \$15,001 and \$25,000 must be approved by the Principal, the Board President *and* the Board Treasurer; and
- All purchases of \$25,001 and above must be approved by a majority vote of the Board.

Employee purchases that require reimbursement are discouraged.

Purchases that require the use of a credit card should follow the process established by this policy and utilize a purchase order when feasible.

Disbursements

The responsibility for disbursement is delegated to the School’s management company and Principal as set forth below.

Disbursements will be charged to one of two School accounts: (i) the General Operating Account; and (ii) the Petty Cash Account. The School’s management company is responsible for disbursements charged to the General Operating Account, and the School’s Principal is responsible for disbursements charged to the Petty Cash Account.

Disbursements are handled in such a manner as to ensure that the proper funds and accounts are charged; that the disbursement is used only for authorized purposes; and that laws, rules and regulations governing the disbursements and handling of public funds are followed.

General Operating Account

The following controls are established to ensure that all payments charged to the General Operating Account are made on a timely basis and in accordance with all purchase orders and contracts:



- A purchase order shall be completed prior to disbursing funds for a purchase unless the disbursement is made in accordance with the terms of an ongoing contract that has been previously approved by the Board.
- A purchase order shall be authorized by the individual(s) listed above based on the purchase amount.
- Following proper authorization, purchase orders are reviewed by the School's management company.
- The School's management company must be given a valid invoice and properly completed purchase order prior to making payment.
- Disbursements are to be made primarily by check with counter signatures to provide additional control.

Petty Cash Account

In addition to the General Operating Account, the Board may approve a Petty Cash Account with corresponding checks and a debit card to be utilized at the discretion of the Principal. The purpose of the Petty Cash Account is to provide a convenient way to pay for small expenses while minimizing exposure of School funds to the risk of misuse or theft.

Blank warrants/checks and/or a debit card for the Petty Cash Account may be kept in locked storage under the control of the Principal or designated alternate. Disbursements charged to the Petty Cash Account shall be made in accordance with the following provisions to ensure payments are properly authorized and recorded:

- In general, the Petty Cash Account should maintain a balance between \$500 and \$2,000.
- Access to the Petty Cash debit card is limited to the School's Principal or a designated alternate;
- Access to blank checks is limited to the School's Principal or a designated alternate. When blank checks are received; the date, quantity, and inclusive serial numbers are recorded and added to the total balance on hand. When a blank check is used, the stub along with a copy of the receipt is to be signed by the Principal and forwarded to the management company. The use of these blank checks should be kept to an absolute minimum;
- The School's Principal or designated alternate is responsible for: (i) maintaining records and receipts for each transaction charged to this account; and (ii) entering the information into the School's accounting software on a regular basis. Information should be uploaded in a timely manner to allow the School's management company adequate time to provide accurate monthly financial reports to the Board.
- The School's Principal or designated alternate is responsible for replenishment of the account when petty cash is low. To replenish petty cash, the Principal must request the School's management company to transfer funds.



Recording Transactions

Purchase orders and requisition requests must identify the fund, function, location, program, and object or revenue code to which the purchase is to be booked. Accounting staff will periodically review this information to ensure that expenditures are booked accurately.

QA Purchasing & Disbursement Policy
REVISION C
Board Approval Date: 11-13-18



Quest Academy Religion & Education Policy



PURPOSE

It is the policy of Quest Academy (the “School”) to recognize, protect, and accommodate the rights of religious practice and expression guaranteed by state and federal laws and by the constitutions of Utah and the United States.

The purpose of this policy is to help School personnel protect and accommodate individual religious belief and rights of conscience in the School.

POLICY

The School’s Board of Directors expects School personnel to foster mutual understanding and respect for all individuals and beliefs. Study about religion is an important part of a complete education and is necessary to achieving an understanding of history, societies, and cultures throughout the world. School curricula – including activities, discussions, assignments, displays, and performances – may refer to religious thought and expression, provided such references are designed to achieve specific educational objectives.

School personnel should neither promote nor disparage any religious, agnostic or atheistic belief or religion in general. Teaching about religion should be objective, thus avoiding any implication that religious doctrines have the endorsement of school authority. School personnel should recognize that religious holidays are observed in various ways, or not observed at all, based upon the influence of ethnic tradition, family style, or religious conviction.

Students may refrain from participation in any aspect of school that violates a religious belief or right of conscience of the student or of the student’s parent or guardian.

The School shall not, in any aspect of school:

- (a) require or incentivize a student to affirm or deny the student’s or the student’s parent or guardian’s religious belief or right of conscience;
- (b) engage a student in a practice that violates or is contrary to the student’s or the student’s parent or guardian’s religious belief or right of conscience; or
- (c) penalize or discriminate against a student for refraining from participation due to the student’s or the student’s parent or guardian’s religious belief or right of conscience.

A student’s parent or guardian may waive the student’s participation in any aspect of school (e.g., activities, discussions, and assignments) that the parent or guardian feels would violate the parent or guardian’s or student’s rights of conscience or religious belief. Such waivers must be communicated in a timely manner to the appropriate authorities.

QA Religion & Education Policy
Board Approval Date: 03.12.2024





QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Religion & Education

Administrative Procedures

1. At least once a year, the Principal will review with teachers, the School community council (SCC) members, and staff, the School's Religion and Education Policy (the "Policy"), the associated procedures, and related statutes and regulations. This review will stress the Board's expectation that School personnel will recognize, protect, and accommodate religious freedom and individual rights of conscience in the operation of the School, while fostering mutual understanding and respect for all individuals and beliefs.
2. The Board encourages teachers and employees at the School to discuss, equitably and with civility, and, if possible, resolve with students, parents, and guardians, any concerns regarding curricular content, activities, or student participation.
3. Students, parents, and legal guardians will be notified annually of their rights under the Policy, state law, and state administrative rules. The notice will contain at least the following information:
 - a. A copy of the Policy, rules, and related statutes and regulations regarding religion in the curriculum will be available upon request in the school office;
 - b. A secondary school student, or parent or legal guardian of any student, may make a complaint to the Principal that a portion of the curriculum, a School activity, or the conduct of a School employee violates state or federal law insofar as it "promotes or disparages a particular religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint." See Utah Code §53A-13-101.1(4);
 - c. A secondary school student, or parent or legal guardian of any student, may make a request to the Principal for a waiver of participation in any portion of the curriculum or a School activity, which the student, parent, or legal guardian believes is an infringement of the student's right of conscience or the exercise of religious freedom in any of the following ways:
 - i. It requires the affirmation or denial of a religious belief or practice, or right of conscience.
 - ii. It requires participation in a practice forbidden by a religious belief or practice, or right of conscience.



- iii. It bars participation in a practice required by a religious belief or practice, or right of conscience.
 - d. According to Utah State Administrative Rules (R277-105-5.B), a claimed infringement must rise to a level of belief that the requested conduct violates a superior duty which is more than personal preference in order to justify waiver of participation.
4. The Principal will discuss annually with the SCC any requests for accommodation, or complaints about religion in the curriculum, made within the last year in order to determine how the School can more effectively recognize, protect, and accommodate religious freedom and individual rights of conscience in the operation of the School. In discussing these matters with the SCC, the Principal will take care to protect the privacy rights of those who made complaints or requests. The Principal will also submit the written record of each complaint received and any decisions made regarding such complaints to the Board President.

Requests for Waiver of Participation

In general, and within the bounds of law, requests by secondary students, or parents or legal guardians of any students, to be excused or refrain from participating in activities, discussions, and assignments they feel would violate their rights of conscience or religious freedom will be granted routinely and without penalty.

Any student, parent, or legal guardian who desires a waiver of participation or substitution of another activity as provided in Utah State Board Administrative Rules (R277-105-5) will put that request in writing and direct it to the Principal.

Once a student, parent, or legal guardian has requested a waiver of participation, the student will not be compelled to participate in any curriculum or activity pending resolution of the request, unless the Principal has determined that requiring the participation of that particular student in that particular activity is the least restrictive means necessary to achieve a specifically identified educational objective in furtherance of a compelling governmental interest. (R277-105-5.F)

The Principal, student, the student's parent or legal guardian, and the teacher or employee responsible for the program in question will meet to discuss the request. The Principal will arrive at a decision, swiftly and in a manner consistent with state law, whether to waive participation, alter the curriculum or activity, substitute another activity, or require the student's participation. The Principal will encourage the student and student's parent or guardian to suggest a reasonable alternative. In making a decision, the Principal will give proper consideration to any suggestions made by the student and the student's parent or guardian.

The Principal will keep a written record of every request for a waiver of participation or substitution of activity based on religious freedom or right of conscience and any decisions made regarding each request.



Complaints Alleging Violation of Law

If a complaint is made by a student, the Principal will give written notice to the student's parent or legal guardian by letter addressed to the parent or legal guardian's last known address.

The Principal, student, the student's parent or legal guardian, and the teacher or employee responsible for the program in question will meet to discuss the complaint, and the Principal will arrive at a decision, consistent with state and federal law, whether to alter the curriculum or activity, substitute another activity, or deny that the curriculum or activity is in violation of law. The Principal will give a written decision as soon as practical under the circumstances.

The Principal will keep a written record of every complaint and any decisions made regarding each complaint.

The Board President will personally, or by a committee of his or her choosing, evaluate the curriculum or activity in question. If the Board President is concerned that any curriculum or activity may violate state or federal law, he or she may determine whether the educational objectives could be achieved by less restrictive means and may request that the Principal alter or substitute another curriculum or activity.

Appeals Process

A student, parent, or legal guardian who is dissatisfied with a Principal's decision regarding either requests for waiver of participation or complaints about curricula and activities perceived to be in violation of law, may appeal that decision within ten (10) days to the Board President.

The Board President will review the complaint of the student, parent, or legal guardian and the decision of the principal and may modify the Principal's decision.

At the sole discretion of the Board President, a committee of his or her choosing may be formed to review the complaint and the decision of the Principal. If the Board President decides to form a committee to consider the appeal, the student and student's parent or guardian will be notified.

The Board President will keep a written record of every appeal and any decisions made regarding each appeal.

The decision of the Board President will be final.

QA Religion & Education
ADMIN Procedures
Last Updated: 4-12-11





QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Reuse and Disposal of Textbooks *Administrative Procedures*

These procedures are established pursuant to the Reuse and Disposal of Textbooks Policy established by the School's Board of Directors.

Textbook Disposal

The School's Principal or his/her designee is authorized to determine when the School will no longer use certain textbooks. The reasons for deciding that the School will no longer use certain textbooks may be varied, including that the textbooks are outdated, have inaccurate, inappropriate, or insufficient content, and/or are in poor physical condition.

After the School's Principal or his/her designee determines that the School is no longer going to use certain textbooks, the School may dispose of the textbooks, subject to the notification requirements below. Textbooks may be disposed of in a variety of ways. For example, the School may donate, recycle, sell, exchange, or even throw away textbooks, as appropriate. However, whenever practical and when textbooks still have market value, the School shall attempt to sell or negotiate the exchange of the textbooks before donating, recycling, or throwing them away.

Required Notification

Prior to disposing of textbooks, the School shall notify all other LEAs in the state of the School's intent to dispose of the textbooks. The School may provide this notification by any reasonable method, including, for example, by a mass email to all other LEAs in the state or by providing the notification to the Utah State Board of Education ("USBE") who will then provide the notification to all other LEAs (such as through USBE emails to LEA curriculum directors). The notification shall describe how long the textbooks may be available and the general timeline for their disposal.

The notification requirement described above does not apply when textbooks have been damaged, mutilated, or worn out. The School may dispose of such textbooks without providing any prior notification to other LEAs.

QA Reuse & Disposal of Textbook
ADMIN Procedures
Last Updated: 2-07-23



Quest Academy Revenue Recognition Policy & Procedure



PURPOSE

To specify the approach taken in recognizing revenues received by the school, and to specify the priority under which revenues will be allocated to associated expenses.

BACKGROUND INFORMATION

The principal source of operating funds the School receives is derived from federal, state, and local funds. The School receives state funding based on the number of students enrolled in the School. The School also receives federal grants on a reimbursement basis; accordingly, grant revenues are recognized when qualifying expenses have been incurred and all other grant requirements have been met.

POLICY

Quest Academy will recognize grant revenues when qualifying expenses have been incurred and all other grant requirements have been met.

PROCEDURE

It is the intent of Quest Academy to expend funds in such a manner that restricted funds are used prior to unrestricted funds and that Federal funds are used prior to State funds. If a grant requires a local revenue match, those funds will receive priority and will be expensed in a proportional amount consistent with the requirements of the specific grant.

Revenue Recognition Policy & Procedure
Board Approval Date: 02-12-08



Quest Academy Salary Supplement for Highly Needed Educators Program Policy



PURPOSE

The purpose of this policy is to describe how Quest Academy (the “School”) administers the Salary Supplement for Highly Needed Educators (“SHiNE”) Program. This policy is meant to comply with the requirements of Utah Code § 53F-2-504.

DEFINITIONS

“Eligible teacher” means a teacher who:

- (a) has a qualifying assignment;
- (b) qualifies for the teacher’s assignment in accordance with an LEA’s policy; and
- (c) is a new employee or has not received an unsatisfactory rating on the teacher’s three most recent evaluations.

“Qualifying assignment” means a teacher who is assigned to a high-needs area.

“High-needs area” means at least two and up to five teaching assignments that an LEA designates in a policy as challenging to fill or retain.

POLICY

High-Needs Areas

The following teaching assignments are designated as high-needs areas at the School:

- (a) Special Education (6-9);
- (b) Science (6-9);
- (c) Math (6-9); and
- (d) Elementary (K-5).

Process for Determining if a Teacher is an Eligible Teacher

The School’s Principal or his/her designee shall perform due diligence in determining whether a teacher meets the definition of eligible teacher as set forth in this policy. Due diligence includes, at a minimum, verifying that a teacher:

- (a) is assigned to teach in one of the high-needs areas listed above;
- (b) is qualified to teach in the high-needs area (qualification factors to consider include, but are not limited to, licensure, training, education, experience, and skills); and
- (c) is a new employee of the School or is not a new employee of the School but has not received an unsatisfactory rating on the teacher’s three most recent evaluations from the School.



On an annual basis, the School's Principal or his/her designee shall create a list of all teachers who have been determined to meet the definition of eligible teacher under this policy.

Process for Certifying a List of Eligible Teachers to be Awarded a Salary Supplement

On an annual basis, the School's Principal or his/her designee shall review the list of all teachers who have been determined to meet the definition of eligible teacher under this policy and shall make any changes to the list he/she feels is necessary. The list is considered certified by the School's Principal or his/her designee when he/she sends, or causes to be sent, the list to payroll for processing of the salary supplement payment under the SHiNE Program.

Salary Supplement Amount

All teachers at the School determined to be eligible teachers under this policy (i.e., all teachers on the certified list described above) shall receive a salary supplement under the SHiNE Program in an amount commensurate with the funds allocated to and received by the School under the SHiNE Program. Eligible teachers who are assigned 1.0 FTE in a high needs area shall receive the full salary supplement. Eligible teachers who are assigned less than 1.0 FTE in a high needs area shall receive a prorated salary supplement based on the percentage of their FTE in the high needs area.

The School may increase the amount of funds the School provides to eligible teachers if the School:

- (a) first ensures proper distribution of funds the School receives under the SHiNE Program to the School's eligible teachers; and
- (b) experiences a carry forward or leftover balance.

Appeals

If the School's Principal or his/her designee determines that a teacher does not meet the definition of eligible teacher and therefore does not qualify for a salary supplement under the SHiNE Program, the teacher may appeal that decision in writing to the School's Board of Directors (the "Board") if the teacher:

- (a) believes he/she does meet the definition of eligible teacher under this policy; or
- (b) has a teaching assignment at the School that is substantially equivalent to a high-needs area and otherwise meets the definition of eligible teacher under this policy.

When submitting an appeal, a teacher is required, at minimum, to provide transcripts and other documentation to the Board in order for the Board to determine if the teacher is an eligible teacher with a qualifying teaching background.

The Board shall make a decision on the appeal within thirty (30) school days.



Administrative Procedures

Each school year the Principal shall establish, through administrative procedures, the salary supplement amount that each eligible teacher will receive for that school year.

Updating Policy

The School shall update this policy annually and provide notice of any changes to the policy to teachers within the School.



Quest Academy

Selection, Approval, and Purchase of Instructional Materials Policy

Approved 08.13.2024

PURPOSE

The purpose of this policy is to establish the parameters by which Quest Academy (the “School”) will select, approve, and purchase instructional materials. The purpose of this policy and accompanying procedures is to also set forth the School’s process for reviewing challenges to instructional materials.

DEFINITIONS

”Instructional materials” are the resources used by educators to deliver curriculum or support student learning. These materials may be commercially available or School-created and include such materials as textbooks, reading materials, videos, digital materials, websites, online applications, and live presentations. “Instructional materials” do not include learning material used in a concurrent enrollment, advanced placement, or international baccalaureate program or class, or another class with required instructional material that is not subject to selection by the School.

“Sensitive material” means an instructional material that constitutes objective sensitive material or subjective sensitive material. “Sensitive material” does not include the instructional material outlined in Utah Code § 53G-10-103(1)(h)(ii).

“Objective sensitive material” means an instructional material that constitutes pornographic or indecent material, as that term is defined in Utah Code § 76-10-1235, under the non-discretionary standards described in Utah Code § 76-10-1227(1)(a)(i), or (ii), or (iii).

“Subjective sensitive material” means an instructional material that constitutes pornographic or indecent material, as that term is defined in Utah Code § 76-10-1235, under the following factor-balancing standards:

- (a) material that is harmful to minors under Utah Code § 76-10-1201;
- (b) material that is pornographic under Utah Code § 76-10-1203; or
- (c) material that includes certain fondling or other erotic touching under Utah Code § 76-10-1227(a)(iv).

“School community parent” means a parent who has a student currently attending the School, or will have a student enrolled in the School within one year, where the challenged instructional material is being reviewed in accordance with this policy and Utah Code § 53G-10-103(4).

“School setting” means the School’s classrooms, library, and property. “School setting” also includes School-sponsored or required activities, including assemblies, guest lectures, live presentations, or other events.



“Stakeholder” for purposes of this policy means:

- (a) an employee of the School;
- (b) a student who is enrolled in the School;
- (c) a parent of a child who is enrolled in the School; or
- (d) a member of the School’s Board of Directors.

POLICY

The School shall comply with the requirements of Utah law and Utah State Board of Education (“USBE”) rule regarding the selection, approval, purchase, and review of instructional materials, including but not limited to Utah Administrative Code R277-468 and R277-469, Utah Code § 53G-10-103 and, when applicable, Utah Code § 53G-5-404.

The School’s purpose in managing the selection, approval, purchase, and review of instructional materials is to implement, enrich, and support the School’s educational program. It is also to prioritize protecting students from the harmful effects of illicit pornography over other considerations in evaluating instructional materials.

Criteria for Instructional Materials

Instructional materials should contribute to the intellectual development and positive character of students. Instructional materials used by the School shall:

- (a) be consistent with the Utah Core standards;
- (b) be consistent with the principles of individual freedom as defined in Utah Code § 53G-10-206;
- (c) not constitute sensitive material as defined in Utah Code § 53G-10-103;
- (d) not be prohibited discriminatory practice as described in Utah Code § 53B-1-118; and
- (e) comply with all other applicable state laws and USBE rules.

Selection and Approval of Instructional Materials by the Principal

The Board of Directors (the “Board”) delegates to the School Principal the authority and responsibility to select and approve instructional materials for the School, except under circumstances where the Board is specifically required by law or a different School policy to approve instructional materials.

The Principal shall select and approve instructional materials that meet the criteria set forth in this policy. When considering instructional materials, the Principal may review the USBE’s recommended instructional materials (RIMs) , but the Principal is not required to select RIMs if there are other instructional materials available that meet the criteria set forth in this policy.

The Principal shall involve School community parents and instructional staff in the consideration of instructional materials. The Principal has discretion as to how to involve such parents and instructional staff in this process.



Selection and Approval of Instructional Materials by the Board

If the Board is required by law or School policy to approve instructional materials for use in the classroom, the Board shall do the following (in order) prior to approving the instructional materials:

- (a) post the recommended instructional materials online to allow for public review or, for copyrighted material, make the instructional materials available at the School for public review; and
- (b) hold at least two Board meetings where the recommended instructional materials is on the agenda and allow an opportunity at those Board meetings for School educators and parents of students enrolled in the School to express views and opinions on the recommended instructional material.

The Board may approve the recommended instructional materials in an open and regular Board meeting after the requirements above have been satisfied. The vote to approve the recommended instructional materials may occur at the second of the two Board meetings described in subsection (b) above.

In accordance with Utah Code § 53G-5-404(13), the requirements in this section apply only if the Board is approving instructional materials. The requirements do not apply if the Board is not approving instructional materials and instead only the Principal is selecting and approving instructional materials (which Utah Code § 53G-5-404(13) refers to as “learning material”). In addition, the requirements in this section do not apply to educators’ selection of supplemental materials or resources.

Any instructional materials approved by the Board shall meet the criteria set forth in this policy.

Purchase of Instructional Materials

The School shall follow its Purchasing and Disbursement Policy in connection with the purchase of any instructional materials, regardless of whether the instructional materials are selected and approved by the Principal or by the Board. The School shall identify all costs associated with instructional materials prior to purchasing the instructional materials, including any implementation and professional development costs.

Educator Selection of Additional Supplemental Materials or Resources

Despite the foregoing, educators at the School may select and use supplemental materials or resources in their classroom to augment instructional materials already selected and approved by the Principal or the Board so long as each of the following are satisfied:

- (a) the educator has reviewed the supplemental materials or resources in their entirety prior to using them in the classroom;
- (b) the supplemental materials or resources meet the criteria set forth in this policy; and



- (c) the supplemental materials or resources have not previously been prohibited by the Principal or the Board.

Contract Requirements

If the School contracts with a third party to provide online or digital materials, the School shall include in the contract a requirement that the provider give notice to the School any time that the provider makes a material change to the content of the online or digital materials, excluding regular informational updates on current events. The School shall also comply with applicable requirements in R277-469 related to School contracts with publishers for instructional materials.

Sensitive Material Review Procedures

Sensitive materials are prohibited in the School setting. In accordance with Utah law, USBE rule, and the School's administrative procedures, stakeholders may initiate a sensitive material review by the School if they feel an instructional material used by the School constitutes sensitive material.

The Principal shall establish administrative procedures that set forth how stakeholders may initiate a sensitive material review by the School and the review process the School will follow. The administrative procedures shall comply with applicable Utah law and USBE rule.



Administrative Procedures Sensitive Material Review

These procedures are established in accordance with the Instructional Materials Policy adopted by the School's Board of Directors.

SENSITIVE MATERIAL REVIEW PROCESS

Stakeholders may initiate a sensitive material review by the School if they feel an instructional material used by the School constitutes sensitive material.

However, notwithstanding the foregoing, if a stakeholder makes three unsuccessful challenges during a given academic year, that individual may not trigger a sensitive material review during the remainder of the given school year. An "unsuccessful challenge" means an allegation that a given instructional material constitutes sensitive material that the School concludes to be erroneous, either on direct review or on appeal to the Board, resulting in the retention of the given instructional material.

Stakeholders may allege that an instructional material used by the School constitutes sensitive material by submitting the Sensitive Material Review Request Form accompanying these procedures. Upon receipt of the completed form by a stakeholder, the School shall:

Step One – Initial Review

- (a)(i) Make an initial determination as to whether the allegation presents a plausible claim that the challenged instructional material constitutes sensitive material, including whether the allegation includes excerpts and other evidence to support the allegation. The Principal shall designate two or more School employees to make this initial determination for the School (the Principal can be one of the two employees if he/she desires); and
- (ii) If the School's initial determination is that that the allegation presents a plausible claim that the challenged instructional material constitutes sensitive material as described above, the School shall immediately remove the challenged material until the School completes the School's full review of the challenged material as set forth below;

Step Two – Objective Sensitive Material Standards Review (if necessary)

- (b)(i) If the School's initial determination is that the allegation presents a plausible claim that the challenged instructional material constitutes sensitive material, engage in a review of the allegations and the challenged instructional material using the objective sensitive material standards. The Principal shall designate three or more individuals to conduct this review, one of which must be a School community parent (the School employees who conducted the initial review may also be designated to conduct this review); and
- (ii) If the School determines that the challenged instructional material constitutes objective sensitive material, the School shall ensure that the material remains inaccessible to students in any School setting;



Step Three - Subjective Sensitive Material Standards Review (if necessary)

- (c) If, and only if, the School determines that the challenged instructional material does not constitute objective sensitive material, the School shall:
 - (i) Review the allegations and the challenged instructional material under the subjective material standards to determine if an instructional material is subjective sensitive material. The Principal shall designate three or more individuals to conduct this review, but at least two of the individuals must be School community parents (the individuals who conducted the objective sensitive material standards review may also be designated to conduct this review, but at least two of the individuals must be School community parents);
 - (ii) Allow student access to the challenged instructional material during the School's subjective sensitive material review if the student's parent gives consent regarding the specific challenged instructional material; and
 - (iii) If the School determines that the challenged instructional material constitutes subjective sensitive material, ensure that the material is inaccessible to students in any School setting, including the termination of the parent consent option described above.

Miscellaneous Review Rules

Neither the individuals responsible for procurement of the challenged instructional materials nor the stakeholder who is challenging the instructional materials may serve on any of the review committees described in the steps above.

If the School requires a School employee to participate on a sensitive materials review committee requiring engagement outside of contract hours, the School shall compensate the employee for the employee's time participating on the committee.

Communication

Soon after the completion of a sensitive material review, the School shall communicate its final determination (regardless of in which step the final determination comes) in writing to the stakeholder who requested the review.

The School shall also communicate to the USBE each stakeholder sensitive material review request, the final determination by the School on each request, and the School's rationale for its final determination on each request. The Principal shall communicate this information to the USBE on behalf of the School using the form provided by the USBE:

- (a) within 30 school days of the final determination; or
- (b) if an appeal is in process, at the conclusion of the appeal.



Appeal

A stakeholder may appeal the School's decision to the Board regarding a sensitive material review by submitting to the Board President the Sensitive Material Appeal Request Form within fourteen days of receiving the School's decision. A stakeholder may file such an appeal regardless of whether the School removed or retained the challenged instructional material. The Board shall vote in a public board meeting to decide the outcome of a sensitive material review appeal. In the board meeting, the Board shall clearly identify:

- (a) the Board's rationale for its decision; and
- (b) the Board's determination on each component of the statutory and any additional policy standards used by the Board to reach the Board's conclusion.

REMOVING INSTRUCTIONAL MATERIALS THAT CONSTITUTE SENSITIVE MATERIAL

Removing Instructional Material if State Threshold is Met

In accordance with Utah Code § 53G-10-103(7), the School shall remove instructional material from student access upon being notified by the USBE that the following number of LEAs in the state have determined that the instructional material constitutes objective sensitive material:

- (a) at least three school districts; or
- (b) at least two school districts and five charter schools.

However, removal from student access under these circumstances is subject to the USBE voting to overturn the application of the statewide removal requirement with respect to the instructional material. If the USBE votes to overturn the application of the statewide removal requirement with respect to the instructional material, the statewide removal requirement no longer applies and the School may choose to return access to the instructional material to its students.

Removing Instructional Material After Sensitive Material Review

The School shall follow the applicable removal requirements described in Steps One through Three of the School's sensitive material review process. In addition, if at the completion of the sensitive material review process the School makes a final determination that an instructional material constitutes sensitive material, the School shall remove the instructional material.

Disposal of Instructional Material

When removing instructional material because it constitutes sensitive material, the School shall:

- (a) physically remove the sensitive material from the School;
- (b) remove all access by students to the sensitive material;
- (c) communicate with the relevant vendors and publishers regarding the School's decision;



- (d) legally dispose of the sensitive material; and
- (e) not sell or distribute the sensitive material.



Sensitive Material Review Request Form

Information about Instructional Material Requested to be Reviewed:

- 4) Title:
- 5) Author:
- 6) Publisher:
- 7) Do you believe this instructional material constitutes sensitive material as that term is defined in Utah Code § 53G-10-103? Yes No

Information about Requestor:

- 8) Name:
- 9) Phone:
- 10) Address:
- 11) Email:
- 12) Are you a student of Quest Academy? Yes No
- 13) Are you a parent of a student of Quest Academy? Yes No
- 14) Are you an employee of Quest Academy? Yes No
- 15) Are you a board member of Quest Academy? Yes No

Information about Review Request:

- 4) Was this instructional material recommended, assigned, used, or made available through the school? If so, please explain.

- 5) In your opinion, how does this instructional material constitute sensitive material? Please provide examples, page numbers, links, or other information to help in locating or identifying the content you believe qualifies as sensitive material. Please attach any images or other corroborating evidence. You may attach additional pages as needed.

Requestor's Signature: _____ Date: _____

After you submit this Form, you will receive an acknowledgment of receipt and an estimated timeline for when a decision will be made by the School. The School generally completes its review and makes its final decision between thirty to sixty (30-60) days after its receipt of a request for review.



Quest Academy Sex Education Instruction Policy



POLICY

This policy ensures that the Sex Education Curriculum taught at Quest Academy (the “School”) complies with state law. The School will comply with applicable state law regarding the presentation of Sex education instruction or instructional programs.

"Sex education instruction or instructional programs" means any course, unit, class, activity or presentation that provides instruction or information to students about sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, HIV/AIDS, sexually transmitted diseases, or refusal skills, as defined in Utah Code § 53G-10-402. While these topics are most likely discussed in courses such as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this policy applies to any course or class in which these topics are the focus of discussion.

Every two years the Board of Directors will (a) review this policy; and (b) review data for the county in which the School is located regarding teen pregnancy, child sexual abuse, sexually transmitted diseases and sexually transmitted infections, and the number of pornography complaints or other instances reported in the School.

In accordance with state law, all sex education instruction or instructional programs will comply with the requirements of Utah Code § 53G-10-402 through -403 and Utah Admin Code R277-474. Specifically, the School will:

- teach sexual abstinence before marriage and fidelity after marriage as methods for preventing certain communicable diseases;
- teach personal skills that encourage individual choice of abstinence and fidelity; and
- obtain prior parental consent before any sex education instruction, maturation program, or other instructional program.

The Principal will establish a curriculum materials review committee composed of parents, school’s employees, and others selected by the Principal. If possible, the committee will also include health professionals and school health educators. The committee will have at least as many parents as school employees. The School’s Board of Directors will review and approve the membership of the committee on or before August 1 each year.

The curriculum materials review committee will meet on a regular basis, as determined by the members of the committee, select officers for the committee and designate a committee chair, and comply with the Open and Public Meetings Act. The committee will review and make recommendations to the School’s Board of Directors regarding instructional materials to be used by the School in connection with sex education instruction or a maturation education program.



Program materials and guest speakers supporting instruction on these topics must also be reviewed and approved by the curriculum materials review committee.

Instructional materials used by the School for sex education instruction or a maturation education program must be approved by the School's Board of Directors in an open meeting. These materials will comply with the requirements of applicable law and will be available for parents to review for a reasonable period of time prior to consideration for adoption by the Board of Directors.

The following topics may not be taught in the School:

- The intricacies of intercourse, sexual stimulation or erotic behavior;
- The advocacy or encouragement of the use of contraceptive methods or devices; or
- The advocacy of premarital or extramarital sexual activity.

The School will comply with the Utah Family Educational Rights and Privacy Act, Utah Code § 53E-9-202 through -203 and obtain parental consent prior to any sex education instruction, maturation education, or other instructional program. At no time will a student be in the classroom during any sex education instruction, maturation education, or other instructional program unless an approval form signed by the student's parent/guardian is on file. The parental notification form will:

- a) explain a parent's right to review proposed curriculum materials in a timely manner;
- b) request the parent's permission to instruct the parent's student in identified course material related to sex education or maturation education;
- c) allow the parent to exempt the 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;
- d) be specific enough to give parents fair notice of topics to be covered;
- e) include a brief explanation of the topics and materials to be presented and provide a time, place and contact person for review of the identified curricular materials;
- f) be retained on file with affirmative parental consent for each student prior to the student's participation in discussion of issues protected under Section 53G-10-402; and
- g) be maintained at the School for a reasonable period of time.

Instructors may not intentionally elicit comments or questions about matters subject to parental consent requirements. Instructors' responses to questions spontaneously raised by students must be brief, factual, objective and in harmony with content requirements of this policy and state law. Responses must also be age appropriate and limited in scope to that reasonably necessary under the circumstances.



The School will ensure that all educators with any responsibility for any aspect of sex education instruction will receive appropriate professional development outlining the sex education curriculum and the criteria for sex education instruction. The School will ensure that educators receive this professional development at least once every three years. The School will ensure that such educators are familiar with requirements of the Utah Family Educational Rights and Privacy Act.

QA Sex Education Instruction Policy
Board Approval Date: 11-13-18





Quest Academy Sexual Abuse & Molestation Prevention Policy

Quest Academy (the “School”) takes seriously the responsibility of its personnel to protect the physical and psychological well-being of its students. We believe that the School’s personnel have an important role to play in the elimination of child abuse because they are in a unique position to observe children over extended periods of time on a daily basis.

Sexual abuse takes the form of inappropriate sexual contact or interaction for the gratification of the actor who is in a position of responsibility with respect to the student. Sexual abuse includes sexual assault, exploitation, molestation or injury.

Reporting by School Personnel

Utah law requires that whenever any person, including any school employee, contracted or temporary employee, or volunteer who has reason to believe that a child has been subjected to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in sexual abuse, physical abuse, or neglect, he/she shall immediately notify the nearest peace officer, law enforcement agency, or the Division of Child Family Service. The law provides serious penalties for failure to fulfill one’s duty to report. School personnel and volunteers must comply with these provisions of Utah law and the School’s Child Abuse and Neglect Reporting Policy.

Reporting by Students and Parents

Reports of sexual abuse should typically be made to the Principal, who is the designated individual to receive and investigate complaints of these matters. However, students and parents may make reports to any School employee, and that employee is responsible for conveying the report the Administration or, if the report involves the Administration, to the Board of Directors. Reports may be made verbally, but all reports will be documented in writing.

Investigation & Follow Up

The School takes allegations of sexual abuse involving School personnel seriously. Once an allegation is reported, the School will promptly, thoroughly, and impartially begin an investigation to determine whether there is a reasonable basis to believe that sexual abuse has been committed. When it is appropriate considering the nature of the allegations, an internal team may conduct the investigation. However, when the report involves potentially criminal conduct, the School will refer the reports to law enforcement and cooperate fully with any investigation conducted by law enforcement or regulatory agencies.

The School reserves the right to place the subject of the investigation on an involuntary leave of absence, reassign that person to responsibilities that do not involve personal contact with individuals or students, or terminate employment.



To the fullest extent possible, but consistent with the legal obligation to report suspected abuse to appropriate authorities, the School will endeavor to keep the identities of the alleged victims and investigation subject confidential.

If the investigation substantiates the allegation, appropriate disciplinary actions will be taken, including but not limited to the termination of the actor's relationship with the School

Signs of Abuse

There are a number of red flags that suggest someone is being sexually abused. They take the form of physical or behavioral evidence.

Physical evidence of sexual abuse includes, but is not limited to:

- Sexually transmitted diseases;
- Difficulty walking or moving normally;
- Stained, bloody or torn undergarments;
- Genital pain or itching; and
- Physical injuries involving the external genitalia.

Behavioral signals suggestive of sexual abuse include, but are not limited to:

- Fear or reluctance about being left in the care of a particular person;
- Recoiling from being touched;
- Bundling oneself in excessive clothing, especially night clothes;
- Discomfort or apprehension when sex is referred to or discussed; and
- Nightmares or fear of night and/or darkness.

Additionally, adult perpetrators of abuse often display warning signs, including:

- Overly affectionate behavior such as prolonged hugging and touching;
- Engaging in nonprofessional behavior such as telling sexual jokes and sexual teasing; and
- Seeking to extend their contact with certain students beyond the day.

Retaliation Prohibited

We prohibit any retaliation against anyone, including an employee, volunteer, board member, student or individual, who in good faith reports sexual abuse, alleges that it is being committed or participates in the investigation. Intentionally false or malicious accusations of sexual abuse are prohibited.

Screening Prospective Employees

The School's administration must take reasonable effort when screening prospective School employees. In addition to conducting required criminal background checks, each applicant and former employer(s) of applicants should be asked, before an offer of employment is extended, whether the applicant has ever been investigated or accused of sexual misconduct.



Training

The administration will provide School personnel every other year with training and instruction on child sexual abuse and human trafficking prevention and awareness, including (a) responding to a disclosure of child sexual abuse in a supportive, appropriate, manner; (b) identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation; and (c) the mandatory reporting requirements in the Schools Child Abuse and Neglect Reporting Policy and Utah Code Sections 53E-6-701 and 62A-4a-403.

The administration will provide the parents or guardians of elementary school students with training and instruction every other year on child sexual abuse and human trafficking prevention and awareness, including (a) recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk of becoming a victim of human trafficking or commercial sexual exploitation and (b) effective, age-appropriate methods for discussing the topic of child sexual exploitation.

Administration will communicate this policy to personnel, volunteers, and students annually. Documentation of the communication of this policy will be maintained.

QA Sexual Abuse & Molestation Prevention Policy
REVISION A
Board Approval Date: 8-13-19



Quest Academy Staff Code of Conduct Policy



1. PURPOSE AND PHILOSOPHY

The Board of Directors of Quest Academy (the “School”) is committed to establishing and maintaining appropriate standards of conduct between staff members and students. These standards of conduct are also known as professional boundaries. Staff members shall maintain professional and appropriate demeanor and relationships with students, both during and outside of school hours, as well as both on and off campus, that foster an effective, non-disruptive and safe learning environment.

2. DEFINITIONS

- a) “Boundary violation” means crossing verbal, physical, emotional, or social lines that staff must maintain in order to ensure structure, security, and predictability in an educational environment.
- i) A "boundary violation" may include the following, depending on the circumstances:
- (1) isolated, one-on-one interactions with a student out of the line of sight of others;
 - (2) meeting with a student in rooms with covered or blocked windows;
 - (3) telling risqué jokes to, or in the presence of a student;
 - (4) employing favoritism to a student;
 - (5) giving gifts to individual students;
 - (6) staff member initiated frontal hugging or other uninvited touching;
 - (7) photographing an individual student for a non-educational purpose or use;
 - (8) engaging in inappropriate or unprofessional contact outside of educational program activities;
 - (9) exchanging personal email or phone numbers with a student for a non-educational purpose or use;
 - (10) interacting privately with a student through social media, computer, or handheld devices; and
 - (11) discussing an employee’s personal life or personal issues with a student.
- ii) "Boundary violation" does not include:
- (1) offering praise, encouragement, or acknowledgment;
 - (2) offering rewards available to all who achieve;
 - (3) asking permission to touch for necessary purposes;
 - (4) giving a pat on the back or a shoulder;
 - (5) giving a side hug;
 - (6) giving a handshake or high five;
 - (7) offering warmth and kindness;
 - (8) utilizing public social media alerts to groups of students and parents; or
 - (9) contact permitted by an IEP or 504 plan.



- b) “Grooming” means befriending and establishing an emotional connection with a child or a child's family to lower the child's inhibitions for emotional, physical, or sexual abuse.
- c) “Sexual conduct” includes any sexual contact or communication between a staff member and a student including but not limited to:
 - i) “Sexual abuse” means the criminal conduct described in Utah Code Ann. §76-5-404.1(2) and includes, regardless of the gender of any participant:
 - (1) touching the anus, buttocks, pubic area, or genitalia of a student;
 - (2) touching the breast of a female student; or
 - (3) otherwise taking indecent liberties with a student;
 - (4) with the intent to:
 - (a) cause substantial emotional or bodily pain; or
 - (b) arouse or gratify the sexual desire of any individual.
 - ii) “Sexual battery” means the criminal conduct described in Utah Code Ann. §76-9-702.1 and includes intentionally touching, whether or not through clothing, the anus, buttocks, or any part of the genitals of a student, or the breast of a female student, and the actor’s conduct is under circumstances the actor knows or should know will likely cause affront or alarm to the student touched; or
 - iii) A staff member and student sharing any sexually explicit or lewd communication, image, or photograph.
- d) “Staff member” means an employee, contractor, or volunteer with unsupervised access to students.
- e) “Student” means a child under the age of 18 or over the age of 18 if still enrolled in a public secondary school.

3. POLICY

Staff members shall act in a way that acknowledges and reflects their inherent positions of authority and influence over students.

- a) Staff members shall recognize and maintain appropriate personal boundaries in teaching, supervising and interacting with students and shall avoid boundary violations including behavior that could reasonably be considered grooming or lead to even an appearance of impropriety.
- b) A staff member may not subject a student to any form of abuse including but not limited to:
 - i) physical abuse;
 - ii) verbal abuse;
 - iii) sexual abuse; or
 - iv) mental abuse.



- c) A staff member shall not touch a student in a way that makes a reasonably objective student feel uncomfortable.
- d) A staff member shall not engage in any sexual conduct toward or sexual relations with a student including but not limited to:
 - i) viewing with a student, or allowing a student to view, pornography or any other sexually explicit or inappropriate images or content, whether video, audio, print, text, or other format;
 - ii) sexual battery; or
 - iii) sexual assault.
- e) Staff member communications with students, whether verbal or electronic, shall be professional and avoid boundary violations.
- f) A staff member shall not provide gifts, special favors, or preferential treatment to a student or group of students.
- g) A staff member shall not discriminate against a student on the basis of sex, religion, national origin, gender identity, sexual orientation, or any other prohibited class.
- h) Staff member use of electronic devices and social media to communicate with students must comply with School policy, be professional, pertain to school activities or classes, and comply with the Family Educational Rights and Privacy Act.
- i) A staff member may not use or be under the influence of alcohol or illegal substances during work hours on school property or at school sponsored events while acting as a staff member. Additionally, a staff member may not use any form of tobacco or electronic cigarettes on school property or at school sponsored activities in an employment capacity.
- j) A staff member shall cooperate in any investigation concerning allegations of actions, conduct, or communications that, if proven, would violate this policy.
- k) The School recognizes that familial relationships between a staff member and a student may provide for exceptions to certain provisions of this policy.
- l) Conduct prohibited by this policy is considered a violation of this policy regardless of whether the student may have consented.

4. REPORTING

- a) A staff member who has reason to believe there has been a violation of this policy shall immediately report such conduct to an appropriate supervisor or school administrator. If a staff member has reason to believe that the Principal has violated this policy, the staff member shall immediately report the conduct to the president of the Board of Directors.



- b) In addition to the obligation to report suspected child abuse or neglect to law enforcement or the Division of Child and Family Services under Utah Code Ann. §62A-4a-403 and the School's Child Abuse and Neglect Reporting Policy:
 - i) a staff member who has reasonable cause to believe that a student may have been physically or sexually abused by a school staff member shall immediately report the belief and all other relevant information to the Principal; and
 - ii) if the staff member suspected to have abused a student holds a professional educator license issued by the Utah State Board of Education, the Principal shall immediately report that information to the Utah Professional Practices Advisory Commission;
 - iii) a person who makes a report under this subsection in good faith shall be immune from civil or criminal liability that might otherwise arise by reason of that report.
- c) A staff member who has knowledge of suspected incidents of bullying shall immediately notify the School's administrator in compliance with the School's Bullying and Hazing Policy.
- d) Failing to report suspected misconduct as required herein is a violation of this policy, the Utah Educator Standards, and in some instances, state law, and may result in disciplinary action.

5. TRAINING

- a) Within 10 days of beginning employment with the School a staff member shall receive training regarding this policy and shall acknowledge in writing having received training and understanding the policy.
- b) The School will annually provide training to staff regarding this policy.
- c) Staff members will annually sign a statement acknowledging that the staff member has received training and has read and understands this policy.
- d) Staff members employed by the School at the time of initial adoption of this policy shall receive training regarding this policy prior to the first day of the 2019-2020 school year on which students will be in attendance and shall acknowledge in writing having received training and understanding the policy.

6. VIOLATIONS

A staff member found in violation of this policy will be subject to disciplinary action.

QA Staff Code of Conduct Policy
Board Approval Date: 8-13-19





QUEST ACADEMY

CODE OF CONDUCT STAFF MEMBER ACKNOWLEDGEMENT

Name: _____ Position: _____

Date of Training: _____ Trained by: _____

I received training about the requirements of the Quest Academy Code of Conduct Policy. I have read and I understand the requirements of the policy and understand that I am responsible to recognize and maintain appropriate personal boundaries while interacting with students. I also understand that if I have reason to believe a staff member is violating the Code of Conduct, I will report my suspicions to the School's Principal.

Signature of Staff Member

Date



Quest Academy Staff Grievance Policy



PURPOSE

The purpose of this policy is to ensure that staff members understand how to pursue a grievance at Quest Academy. The following policy applies to the redress of grievances concerning the personnel of Quest Academy.

POLICY

The following steps shall be followed:

- Staff members of Quest Academy who have a complaint regarding other Quest Academy staff members, shall individually, privately, rationally, and civilly voice their complaint with the other employee(s) involved. If the complaint/dispute involves the principal of Quest Academy, the complainant(s) shall first approach the principal of Quest Academy.
- If the issue is not resolved at this level, individuals shall file a written complaint* with the principal of Quest Academy.
- If the issue remains unresolved, a written complaint* shall be filed with the Chair of the Board of Trustees. The Board will conduct such investigation of the matter as they deem appropriate and consistent with due process requirements. A decision will be announced to the affected parties, in writing, together with any required remedial or procedural requirements.
- After appropriate intervention and/or disciplinary action has been taken, the board will be appraised of the situation prior to further action. If the problem remains unresolved, the Board reserves the right to exercise its management and disciplinary authority up to and including termination of any non-compliant party.

*Written complaints shall specify the individual(s) involved, details of the incident(s) spurring the complaint, including dates and approximate times, and details of an attempt to rectify the situation together with the resolution sought by the complainant.

QA Staff Grievance Policy
Board Approval Date: 2-12-08





Administrative Student Conduct & Discipline Plan

The School's goal is to create a safe, civil and productive learning environment. All School staff will work together to establish positive school and classroom cultures where teaching and learning are emphasized.

The School intends for its student conduct practices to:

- Build an effective, positive school environment
- Enhance school climate and safety
- Prevent problem behaviors
- Teach and reinforce appropriate behaviors
- Increase instructional time and academic performance
- Create meaningful and durable behavior and lifestyle outcomes for students

Three Step Process

The School employs the following process when dealing with student behavior issues:

- Step 1 – Identify the Problem
 - ABCs of Behavior:
 - **A**ntecedents
 - Identify the event or stimulus (trigger) that occurs before the behavior.
 - These increase the likelihood that problem behavior will occur.
 - Identification helps inform prevention strategies.
 - **B**ehavior
 - Identify the observable, measurable action.
 - Identification of antecedents helps determine new skills to teach as replacement behavior.
 - **C**onsequences
 - Identify the event or response that immediately follows the behavior.
 - Both current consequences and alternative consequences.



- Identify which consequences reinforce the behavior.
- Determine the function of the behavior.
- Identification helps inform alternative, appropriate reinforcers of new skills and desired behavior.
- Understand:
 - What problem behaviors are occurring most often?
 - When and where are the problem behaviors occurring?
 - Who is involved?
- Step 2 – Develop a Plan: Match interventions to function
 - Prevention: Alter the environment (systems changes)
 - Teach: New skills (replacement behaviors)
 - Reward: Demonstration of appropriate behaviors (new skills)
- Step 3 – Evaluation: Meet with

Principles of Behavior

Behavior is defined as follows:

- Anything an individual says or does
 - Behavior is observable.
- Occurs as a response to one’s environment
 - There are antecedents to behavior.
- Serves a function or purpose
 - There is a “why” that contributes to the behavior.
- Results in a desired outcome
 - There are consequences or reinforcers that contribute to the behavior.
- Predictable
- Learned
 - It is possible to teach replacement behaviors.
- Can be changed
 - It is possible to change behavior and produce different outcomes.

The School’s approach to student behavior is informed by the following principles:

- Behavior is learned, it can be changed, and new behavior can be taught.
- Consequences strengthen or weaken behavior.
- Behavior is strengthened, weakened, and/or maintained through modeling.
- Behavior tends to be repeated due to the consequences (outcomes) that follow the behavior.
- Behavior is weakened by withholding consequences that maintain it.

Role of Adult Behavior

The School recognizes that:

- Changes in student behavior require effective environments.
- Creating effective environments first requires changing the behavior of the adults in the environment.



- Changing adult behavior requires effective support systems.

Student Behavior Expectations

Students are expected to contribute to a safe learning environment by behaving respectfully and safely and reporting harmful or dangerous situations to an adult. Students should:

- Know and follow all school rules and instructions given by school staff.
- Show respect and courtesy to all students, staff and school visitors. This includes respecting property of others.

Guidelines for Success

The School recognizes that setting and communicating School-wide expectations is an important step in establishing an effective behavior system. The guidelines for success communicate what it takes to be successful in the School. Accordingly, all students, staff and school visitors are expected to demonstrate the following:

Each student is expected to demonstrate:

- **Personal Responsibility** - Take charge of your learning (minimal tardies and absences, being prepared, work completion etc.)
- **Respect** - Treat others the way you would like to be treated (respect others, self and property)
- **Integrity** - Act with honesty in all you say and do (speak the truth, no cheating, plagiarism etc.)
- **Discipline** - Use self control to be your best (no gum, be uniform compliant, follow Quest policies and rules)
- **Engagement** - Be an active learner (participate in class discussions, complete projects and collaborate in groups)

These expectations are most likely to be met when the specific behaviors expected from students are clearly defined, taught to all, shaped over time, and responded to in ways that encourage students to learn and grow. The School recognizes that this requires proactive systems, practices and policies that support the development of positive behavior in every student.

When these expectations are not met, prompt and appropriate interventions will be implemented to first restore order and safety in the classroom or school environment with the ultimate goal of assisting students to make appropriate behavioral choices.

School and Classroom Management

School personnel will provide continuous, positive, and active supervision and monitoring of student behavior.



Understanding student misconduct as an opportunity for learning is fundamental to the School's positive and progressive approach to discipline. The School utilizes progressive responses to misconduct in the form of incremental intervention strategies and discipline to address inappropriate behavior with the ultimate goal of teaching positive behavior. In the context of this Plan, intervention strategies are actions that provide opportunities for instruction, assessment and restoration. Discipline responses are actions that are typically viewed as consequences or punishment. With this approach, students have the space to make mistakes, learn from them and receive support to make changes in their behavior.

Every reasonable effort should be made to correct student misbehavior using intervention strategies and the least severe discipline responses possible, reserving more significant discipline, such as suspension and expulsion, for the most serious situations that warrant removal from the school environment. When staff and administration use discipline to respond to student misbehavior, it is expected that the discipline response will be paired with one or more intervention strategies to provide a balanced approach to supporting behavior change in students.

All intervention strategies and discipline should be selected and implemented to help students learn from their mistakes and be supported to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Take responsibility for their actions
- Learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior reoccurs

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in a progressive manner that is most supportive of student needs.

Classroom Rules and Consequences

Each teacher should establish classroom rules consistent with the following guidelines:

- Phrased in the form of a positive statement.
 - Positive rules explain what students should be doing. Negatively stated rules simply tell students what to avoid and challenge students to find inappropriate behaviors that fall outside the scope of the rule.
- Stated clearly
 - Students should be able to understand the behavioral expectation without the need for extensive explanation.
- Few in number (typically 3-5)
 - Each rule appears more important when there are fewer of them. Fewer rules are easier for students to remember and for teachers to enforce. Having just a few rules avoid the sense that the teacher is trying to control a student's every movement.



An important aspect of the structure that makes rules work is providing clear consequences for a student's actions up front. Helping students realize the cause and effect relationship of their behavior, and that they have the power to choose the resulting effect is an important way that School staff can help students develop self-discipline.

Effective consequences display the following characteristics:

- Gradual, progressing from less severe to more severe as misbehavior is repeated.
 - This sends the message that students have the potential to behave and simply need to understand and choose to follow the expectation. When they repeat the misbehavior, they choose the more severe consequences.
- Natural and/or logical.
 - Natural consequences follow from the event or situation, as students are allowed to experience the outcome of their poor behavior, highlighting the rationale of the rule. Logical consequences are structured learning opportunities arranged to teach appropriate behavior.
- Maintain the dignity of the student.
 - Consequences should be consistent from student to student, and delivery of consequences should always address the particular behavior in question, not the student and his or her behavioral history.

Effective Classroom Management

Foundational to supporting positive behavior in all students is the use of effective classroom management strategies. The goal of proactive and positive classroom management is to develop students who are responsible, motivated, and highly engaged in meaningful tasks. In many cases, effective classroom management practices will reduce the occurrence of behaviors that require intervention strategies and disciplinary responses.

Examples of effective classroom management strategies include but are not limited to developing and maintaining positive relationships with students, verbal redirection or correction, changing student seating, re-teaching behavior expectations, speaking privately with students about misbehavior, using nonjudgmental language, reinforcing positive student behavior and listening to students' perspectives about situations that result in misbehavior. When typical classroom management strategies are insufficient to address student misbehavior, intervention strategies are essential to supporting students to make meaningful, sustainable changes in their behavior. Given certain circumstances, some misbehaviors warrant the use of disciplinary responses in addition to intervention strategies.

STOIC System for Classroom Management

- **Structure** – Organize the classroom for success
 - Teachers will create and use an effective daily schedule.
 - Physical space will be arranged effectively.
 - Teachers will use appropriate attention signals.
 - Teachers will establish 3-5 positively stated classroom rules that describe specific and observable behaviors that students are expected to exhibit at all times.



- **Teach Expectations** – Teach students how to behave responsibly in the classroom
 - Teachers will use the CHAMPs tool to establish clear expectations for classroom activities
 - **Conversation** – Can students talk to each other during this activity/transition?
 - **Help** – How can students get the teacher’s attention and/or get questions answered during the activity?
 - **Activity** – What is the objective of the activity, and what is the expected end product?
 - **Movement** – Can students move about during the activity?
 - **Participation** – What does appropriate student behavior look like during this activity, and how should students show they are fully participating?
- **Observe** – Supervise and monitor student behavior
 - Circulate and scan the classroom
 - Model friendly, respectful behavior while monitoring
 - Track classroom behavior problems to gather data
- **Interact positively with students**
 - Interact with all students in a welcoming manner
 - Display enthusiasm
 - Offer non-contingent attention
 - Strive for a 4 to 1 ratio of positive to negative interactions
 - Provide positive feedback that is:
 - Accurate
 - Specific and descriptive
 - Contingent
 - Age appropriate
 - Fits personal style
- **Correct inappropriate behavior fluently so as to not disrupt the flow of instruction**
 - Key concepts for correcting misbehavior:
 - Preplan corrective responses
 - Evaluate whether the targeted behavior decreases
 - Make sure correction efforts address the cause
 - Corrective consequences alone are not likely to eliminate the targeted behavior
 - Attributes:
 - Calmly
 - Consistently
 - Immediately
 - Briefly
 - Respectfully

Intervention Strategies

Intervention strategies are actions that provide opportunities for instruction, assessment and restoration. Examples of intervention strategies to be used in the School include but are not limited to:



- Behavior Contracts
 - Behavior Contracts create agreements between the student and staff about behavior expectations and how the student will be supported to meet the expectations. Monitoring of the contract can include student self-charting of behavior, staff feedback about progress after each class period, etc. and include reinforcers for success and consequences for continuing problems.
- Functional Behavior Assessment/Behavior Intervention Plans
 - Behavior Intervention Plans are developed based on an assessment of the function of the student's behavior. The assessment results are used to develop a plan for consistent instruction and intervention to support behavior change.
- Tier 2 Social Emotional Learning (SEL) Groups
 - SEL Groups provide direct instruction for students on areas of needed growth. Examples include anger management, social skills, conflict resolution and self-advocacy.
- Check-in Check-Out (CICO)
 - Students check in with designated CICO facilitators before the beginning and at the end of each school day to receive positive contact, pre-corrects, reminders of school-wide expectations, etc. At the end of each class period, teachers provide behavioral feedback on a Daily Progress Report Card.
- Conflict Resolution
 - Students are supported and empowered to take responsibility for peacefully resolving conflicts. Students are taught skills including anger management, active listening and effective communication.
- Restorative Justice Practices
 - Interventions are designed to identify and address the harm caused by an incident and to develop a plan to heal and correct the situation. Restorative practices include engaging with a student in a restorative dialogue, supporting students to make an apology and repair harm, facilitating a restorative circle, etc.

Disciplinary Responses

Disciplinary responses are actions that are typically viewed as consequences or punishment. Examples of disciplinary responses that may be used in the School include but are not limited to:

- Loss of classroom privileges
 - Students lose opportunities in the classroom such as participating in free time activities, etc.
- Detention
 - Students are assigned to an alternate location during recess, lunch or after school.
- In-school suspension
 - Students are removed from the classroom environment and assigned to work in a designated space within the School for up to one day.
- Out of school suspension
 - Students are removed from the School environment for a designated number of days based on the severity of the infraction and other mitigating and escalating factors. Out of school suspensions will be followed by a restorative re-



engagement conference to involve the student, parent and appropriate School staff.

- Expulsion
 - Students are removed from the School environment following the process established in the Student Conduct and Discipline Policy.

Behavior Response

It is critical that the following factors be considered prior to determining the appropriate intervention strategy or disciplinary response:

- The student's age, maturity and understanding of the impact of their behavior
- The student's willingness to repair the harm cause by the behavior
- The student's disciplinary record including the nature of prior misconduct, the number of prior instances of misconduct, the interventions and consequences applied, etc.)
- The nature, severity and scope of the behavior
- The circumstances and context in which the misconduct occurred
- The student's IEP, BIP or 504 Plan, if applicable

Escalating Factors

During the course of a school year, a student's first violation of a given behavior violation will usually merit a response of a lesser degree than subsequent violations, taking into account all factors related to the severity of the current violation. However, in instances where student conduct significantly impacts the property, health and/or safety of others or causes significant disruption to the learning environment, a more severe form of response may be warranted even if it is a first offense.

There are 3 factors that are considered to escalate the disciplinary response from the response level at which it would typically be addressed to a higher response level. These factors are:

1. Conduct that Causes a Serious Physical Injury – Serious physical injury is a bodily harm that results in one or more of the following:

- a. substantial risk of death;
- b. permanent deformity or defect;
- c. coma;
- d. permanent or extended condition that causes extreme pain;
- e. permanent or protracted loss or impairment of the function of any body part; or f. results in admission to a hospital.

Serious physical injury includes, but is not limited to, fractured or broken bones (including the nose), concussions and cuts and/or wounds requiring stitches. Serious physical injury does not include black eyes, welts, abrasions or bruises.

In all cases where a student's conduct results in the serious physical injury of another person, regardless of level of conduct, a more severe form of response will be warranted.



2. Conduct that Results in a Loss of Instructional Time – A student whose conduct results in a significant loss of instructional time for one or more students will be subject to disciplinary consequences.

3. Conduct that Results in Significant Property Damage or Loss – A student whose conduct results in significant property damage or loss will be subject to the disciplinary. Significant property damage or loss results when the damaged or lost property has a value of more than \$1,000.00. The value of the damaged property is determined by the lesser of the repair or replacement cost.

4. Repeated Acts of Misconduct – If, during the course of the school year, a student engages in five or more distinct acts of misconduct that are considered less severe by administration, the fifth incident of misconduct will be subject to the disciplinary consequences under more severe misconduct.

Suspension

At all times, QA’s administrators have the authority to suspend a student. The length of suspension can be 1-10 days.

Reasons for suspension include but are not limited to:

- After three assignments of lunchtime detention
- Continued deliberate disobedience/disrespect displayed
- Negative behavior that disrupts students, teachers or the learning environment
- Behavior that has a negative effect on the image of the school
- Failure of the student to comply with disciplinary action of the school
- Fighting
- Theft
- Vandalism
- Harassment, bullying or intimidating actions
- Sexual inappropriateness or sexual harassment
- Receiving three Zap Sheets will equal a suspension

If a student is suspended, parents will be called and expected to pick up their student immediately. Students who have been suspended from school must not come on campus during the suspension period, not even for extracurricular activities. To be reinstated, students will return to school accompanied by a parent/guardian and check-in with an administrator. Following a second suspension, a contract between all parties will be drawn up outlining behavior the student needs to engage in to stay enrolled at the school. If the contract is broken the student may be recommended for expulsion.

Expulsion

If the behavior contract is not adhered to, there are repeated problems with a student’s behavior or there is a serious safe school violation, expulsion from school will be considered. The principal



will refer the matter to the Board of Directors. The Board of Directors in executive session will review the student's history and will make the final decision.

Adequate Adult Supervision

In order to help ensure that behavior expectations are consistently monitored and enforced, the School will ensure that adequate adult supervision is maintained in classrooms, on the playground, in the cafeteria, other areas of the School building, during field trips, and during other school-sponsored activities.

Effective Instructional Practices for Teaching Student Expectations

The School will implement a curriculum using a variety of teaching strategies to establish expectations and instruct students regarding self-discipline, citizenship, civic skills, and social skills.

School staff will begin communicating and teaching behavior expectations as well as self-discipline, citizenship, civic skills, and social skills on the first day of each school year. The School will develop a calendar/schedule for teaching behavior during the first two weeks of school and throughout the year. The School will develop a procedure for teaching behavior expectations to new students when they enroll in the School. School staff will continue reminding, re-teaching, and recognizing expected behavior throughout the school year. Data will be used to determine when specific behavior issues need to be addressed at an individual, class, or School-wide level throughout the year.

School-wide instruction and reinforcement of behavioral expectations will take place through:

- Distribution of the student handbook and rules.
- Expectations explained in each class at the beginning of the year.
- Expectations posted throughout the School.
- Daily announcements and newsletters include reminders.
- All personnel model desired behavior.

School and classroom procedures will be taught through the method of:

- Teach the procedure by explaining it clearly.
- Model the procedure by showing students how the procedure is done.
- Practice the procedure together and make necessary adjustments immediately.
- Review the procedure and provide feedback daily.
- Praise and give extra encouragement to those who need it.
- Conduct periodic reviews of procedures and revise them as needed.

Social and academic teaching will be integrated within and across the curriculum. Expected behaviors will be taught through the process of:

- Using multiple examples, both positive and negative
- Teaching in settings where the behavior is expected to happen
- Providing frequent positive practice with useful corrections
- Acknowledging and reinforcing expected behavior



- Teaching it the same way academic content is taught

Behavior expectations in classrooms, hallways, cafeteria, restrooms, and playground will be communicated to students by explaining what such behavior looks like and sounds like.

The School will emphasize instruction in the following social skills:

- Accepting “No” for an answer without arguing
 - This means that when a student asks an adult for something and that person says “No,” the student should accept the answer without arguing or getting upset.
- Following directions
 - This means that when an adult gives a student a request, the student acknowledges the request and does it within a short period of time.
- Not interrupting
 - This happens when a student wants to tell an adult something or ask for something from an adult who is engaged or busy. Instead of interrupting, the student waits quietly until the adult is not busy and then speaks to the adult.
- Making requests of adults
 - This means asking for something or for help in a polite and friendly voice.
- Thanking adults
 - This means that when an adult says or does something for a student that makes them feel good or helps them, the student says “Thank you” to the adult.
- Apologizing
 - This means that when a student says or does something that hurts someone (physically, emotionally, or otherwise), the student will apologize either verbally or by way of written communication.

Systematic Reinforcement of Expected Behaviors

The School will provide regular, frequent, and positive acknowledgements and reinforcement for student displays of academic and social behavior success. Staff members will make concerted efforts to ensure that every student receives positive interactions with adults and will seek to spend more time acknowledging and promoting appropriate behavior than responding to irresponsible behavior.

All staff members will recognize students that they witness demonstrating behavior that satisfies specific behavior expectations.

Staff members will also recognize appropriate student behavior by providing “I notice” statements to students and actively and regularly offer immediate and specific praise by congratulating students for demonstrating behavior that satisfies specific expectations.

Uniform Methods for Correction of Student Behavior

As discussed above, the School recognizes that behavior usually happens for and is maintained by the desire for one or more of the following:

- Obtain or avoid something tangible, including an activity or task



- Obtain or avoid teacher or peer attention
- Obtain or avoid physiological, mental or sensory stimulation of some kind

In order to effectively reinforce desired behavior, the School will:

- Clarify specific behaviors being targeted
- Focus on the presence of responsible behaviors versus the absence of irresponsible behaviors
- Reinforce both improvement and mastery of desired behaviors
- Provide reinforcement that is meaningful
- Provide opportunities for all students
- Increase the ratios of positive to negative interactions with students

In order to improve behavior, the School recognizes that staff members can manipulate five variables:

- Structure and organize school settings to promote desirable behavior.
- Teach students how to behave responsibly in all school settings.
- Observe and properly supervise student behavior.
- Interact positively with students.
- Correct irresponsible behavior calmly and consistently.

Annual Data-Based Evaluations of Efficiency and Effectiveness

Staff members will document behavior incidences on Aspire for data gathering purposes.

Behavior data will be analyzed by Quest Administration on a monthly basis. The results will be shared with staff members and will be used to plan adjustments and areas of emphasis in addressing behavior issues.

Students will be asked annually to respond to a survey with the following questions regarding bullying, cyber-bullying, and hazing.

The results of these surveys will be analyzed Quest Administration. The results will be shared with staff members and will be used to plan adjustments and areas of emphasis in addressing behavior issues.

When misbehavior approaches unacceptable levels in School-wide activities and/or common areas, staff members will consider:

- Are behavior expectations clear?
- Are expectations being taught and re-taught as necessary?
- Is the area/activity structured appropriately for success?
- Is supervision and monitoring adequate, consistent, and not based on emotions?

Staff Development Program and Training of Appropriate School Personnel



(development of student behavior expectations, effective instructional practices for teaching and reinforcing behavior expectations, effective intervention strategies, effective strategies for evaluation of the efficiency and effectiveness of interventions)

The School expects all staff members to model the same positive social behaviors and values that are expected of students.

The School will ensure that staff members receive training in:

- crisis intervention training and emergency safety intervention consistent with evidence-based practice (school counselor receive annual training)
- development of student behavior expectations
- effective instructional practices for teaching and reinforcing behavior expectations (teachers and TAs will receive monthly Teach Like A Champion Trainings)
- effective intervention strategies (teachers and TAs receive annual training)
- effective strategies for evaluation of the efficiency and effectiveness of interventions (teachers and TAs receive annual training)

Policies Relating to the Use and Abuse of Alcohol and Controlled Substances By Students

As provided in the Student Conduct and Discipline Policy, the use, control, possession, distribution, sale, or arranging for the sale of alcohol or an illegal drug or controlled substance is ground for suspension or expulsion.

Procedures Related to Bullying Activities (including bullying, cyber-bullying, hazing, retaliation, abusive conduct)

The School begins with the premise that all students should have access to supports to prevent the development and occurrence of problem behavior, including bullying behavior (including bullying, cyber-bullying, hazing, retaliation, and abusive conduct). In order to avoid stigmatizing students, school staff will emphasize what a student does and where it occurs. Therefore, instead of labeling a student as a bully or victim, the emphasis will be on labeling the behavior, such as name-calling, teasing, intimidation, verbal aggression, etc. Bullying behavior will always be described in connection with the context in which it occurs, such as cyberspace, hallway, field trips, or some other specific setting.

The School recognizes that successful prevention of bullying is linked directly to teaching both adults and students (a) what bullying looks like, (b) what to do before and when bullying behavior is observed, (c) how to teach others what to do, and (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior.

As with other behavior that does not meet established expectations, the School takes a multi-tiered approach to preventing bullying and other disruptive behavior.

At Tier 1, all students and staff are taught directly and formally about how to behave in safe, respectful, and responsible ways across all school settings. The emphasis is on teaching and encouraging positive social skills and character traits. Effective Tier 1 prevention strategies are



intended to support most students and then to identify when more intensive and specialized (Tier 2 and 3) is required. The strategy is not to simply increase the severity and number of punishing consequences for bullying behavior.

At Tier 2, students whose behaviors do not respond to Tier 1 supports are provided additional preventive strategies that involve (a) more targeted social skills instruction, (b) increased adult monitoring and positive attention, (c) specific and regular daily feedback on their behavioral progress, and (d) additional academic supports, if necessary.

At Tier 3, students whose behaviors do not respond to Tier 1 and 2 supports are provided intensive preventive strategies that involve (a) highly individualized academic and/or behavioral intervention planning and/or (b) more comprehensive, person-centered and function-based wraparound processes.

Notice to Employees

The administration will distribute this Plan to employees by e-mail at the beginning of each school year and to each new employee upon hire.

Gang Prevention and Intervention

School employees will be aware of potential gang activities, as defined in the Student Conduct and Discipline Policy, and such activities will be subject to discipline as set forth in that policy.

Reports Received Through the School Safety and Crisis Line

The School may receive a report through the School Safety and Crisis Line established under Utah Code § 53A-11-1503(3), regarding (i) unsafe, violent, or criminal activities, or the threat of such activities at or near a public school; (ii) incidents of bullying, cyber-bullying, harassment, or hazing; and (iii) incidents of physical or sexual abuse committed by a school employee or school volunteer; or involving situations where there is a need for crisis intervention, including suicide prevention, to individuals experiencing emotional distress or psychiatric crisis. In the event the School receives such a report, administration or other appropriate personnel (e.g. school counselor) will address the report.

Protections for Students with a Disability

Nothing in this Plan diminishes any student rights as under or in connection with the Individual with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act, or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law and shall not be removed from the learning environment except as such actions are undertaken in accordance with applicable legal requirements.



Quest Academy

Student Conduct & Discipline Policy

Approved 08.13.2024

Definitions:

The School: Quest Academy – QA

The Board: Quest Academy Board of Directors

CMT: Case Management Team: The CMT shall consist of the Principal, a teacher, and at least one other School employee selected by the Principal.

1. PURPOSE, BELIEFS, AND PHILOSOPHY

1.1 Purpose

The purpose of QA's *Student Conduct and Discipline Policy* is to help all students develop positive relationships with other students and adults, take responsibility for their actions and learning, and develop the self-discipline necessary to create an environment that is characterized by physical and emotional safety to enhance learning for everyone.

QA will foster:

- A School and community-wide expectation of good citizenship for students and a sense of responsibility in the school community for rules and standards of behavior.

QA will promote and require:

- Student responsibility for learning and behavior in all grades;
- Student conduct that produces a proper learning environment and respect for the personal, civil, and property rights of all members of the school community;
- Parents and guardians of all students to assume proper legal responsibility for their students' behavior and to cooperate with school authorities in encouraging student self-discipline and discouraging behavior that is disruptive to the School's educational program.

QA will comply with:

- State and federal laws requiring suspension or expulsion for certain types of student behavior.

1.2 Beliefs and Expectations

QA's beliefs and expectations set a positive and inviting school culture for dealing with safe school issues.

Beliefs:

- Punishment alone will not change behavior
- Much aggressive behavior is a relationship problem, not a behavior problem
- Adults must model the behaviors they expect from the students
- We expect conflicts, but we expect conflicts to be resolved and relationships mended



Expectations:

- Students will show respect for other students
- Students will show respect for adults
- Students will show respect for the building
 - Adults will show respect for students
 - Students will develop self-discipline

1.3 Procedural Philosophy

QA recognizes that establishing a procedural philosophy consistent with the desired positive school environment is as important as following legal and due process procedures. QA's policy sets forth appropriate legal and due process procedures and will be followed within the context of the procedural philosophy outlined below:

Procedures:**When students are involved in conflicts with other students, they will:**

- Work together to resolve the conflict
- Work to repair the relationship and build trust
 - Be subject to additional consequences if they exhibit unsafe behaviors during the conflict

When students are involved in a conflict with or feel they have been treated unfairly by a member of the staff or a volunteer they will:

- Report their feelings to their parents who will set up a conference with the student, the parent, and the adult/s involved to resolve the conflict and mend the relationship
- Report the feelings to the administrator or counselor who will set up a conference with the student, the parent, administrator/counselor, and the adult involved to resolve the conflict and mend the relationship

When students flagrantly disregard the safety of others, show blatant disrespect to others, or consistently behave in a disrespectful or unsafe way:

- The student will be subjected to consequences and positive behavior support to ensure that the student will make better choices in the future. Consequences might include:
 - o In-School Suspension
 - o Out of School Suspension
 - o Expulsion
 - o Restitution
 - o Repayment for damages
- The student will work to earn back the trust of the school community by actions such as:
 - o Genuine apology to injured or affected parties
 - o Demonstration of appropriate behaviors following the incident to “walk the talk”
- Repair or replace any damaged items

Due process to protect the rights of students will include:

- All students will be treated with dignity and respect as they go through correction procedures. The administration will see to it that their rights are protected through the process. If parents feel their student has not been treated fairly, they may request a hearing with the Board of Directors. These procedures are listed in the QA Grievance Policy.
- Parents will be notified when students are involved in situations that are deemed to be serious including out of school suspension, expulsion, restitution, or repayment of damages.
- Parents and students will be notified of the expectations, possible consequences, and the procedures involved in this policy at the beginning of each school year.

2. ENVIRONMENT

2.1 Safe School Environment

It is the policy of the School to promote a safe and orderly school environment for all students and employees. Accordingly, the School holds all students, employees, and other adults to the highest standards of behavior in the classroom, on school grounds, in school vehicles, and during school - sponsored activities. Criminal acts or disruptive behavior of any kind will not be tolerated, and any individual who engages in such activity will be subject to school disciplinary action, criminal prosecution, or both.

2.2 Discrimination Prohibited

It is the policy of the School to provide equal educational and employment opportunity for all individuals. Therefore, the School prohibits all discrimination on the basis of race, color, religion, sex, age, national origin, disability, or veteran status. Complaints of discrimination or unfair application of this policy should be filed promptly with the Principal or the Board.

3. DEFINITIONS

3.1 Suspension

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

3.2 Expulsion for Regular Education and 504 Students

For purposes of this policy, expulsion means removal from the school of attendance for a period longer than ten (10) consecutive school days. Recognizing that students who commit violent or disruptive acts may pose safety problems, the School will work with parents to provide alternative educational placement and programs for the student where appropriate and feasible. However, the Principal retains the authority to exclude the student from all programs, or activities for the period of expulsion. In cases of total expulsion from the School, the legal



obligation of complying with state compulsory education laws becomes the sole responsibility of the student's parents or legal guardian.

3.3 Change of Placement for Students with Disabilities under IDEA and Section 504

For purposes of removals of a student with a disability from the student's current educational placement, a change in placement occurs if the removal is for more than ten (10) consecutive school days; or, the student is subjected to a series of removals that constitute a pattern because they cumulate to more than ten (10) school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another. Any "Change of Placement" requires compliance with the procedures outlined in Section 10 of this policy.

3.4 Disruptive Student Behavior

For purposes of this policy, "disruptive student behavior" means the behavior identified as grounds for suspension or expulsion described in Section 4, below.

3.5 Parent

For purposes of this policy, "parent" means (i) a custodial parent of a school-age child; (ii) a legally appointed guardian of a school-age child; or (iii) any other person purporting to exercise any authority over the child which could be exercised by a person described above.

3.6 Qualifying Minor

For purposes of this policy, "qualifying minor" means a school-age child who: (i) is at least nine years old; or (ii) turns nine years old at any time during the school year.

3.7 School Year

For purposes of this policy, "school year" means the period of time designated as the school year by the Board in the calendar adopted each year.

3.8 School-age Child

For purposes of this policy, "school-age child" means a minor who: (i) is at least six years old but younger than 18 years old; and (ii) is not emancipated.

4. GROUNDS FOR SUSPENSION, EXPULSION, OR CHANGE OF PLACEMENT

4.1 Suspension

A student may be suspended from school for the following reasons:



- 4.1.1 frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including, but not limited to: fighting, gang activity, noncompliance with school dress code, harassment, including sexual, racial, or religious harassment; the use of foul, profane, vulgar or abusive language, or other unreasonable and substantial disruption of a class, activity, or other function of the school;
- 4.1.2 willful destruction or defacing of school property;
- 4.1.3 behavior or threatened behavior that poses an immediate and significant threat to the welfare, safety, or morals of other students or school personnel or to the operation of the school;
- 4.1.4 possession, distribution, control, use, sale, or arranging for the sale of an alcoholic beverage as defined in Utah Code Ann. § 32B-1-102;
- 4.1.5 possession, distribution, control, use, sale, or arranging for the sale of cigars, cigarettes, or tobacco, as defined by Utah Code Ann. § 76-10-101;
- 4.1.6 possession, distribution, control, use, sale, or arranging for the sale of contraband, including but not limited to real, look-alike or pretend weapons, fireworks, matches, lighters, alcohol, tobacco, mace, pepper spray, laser pointers, pornography, illegal drugs and controlled substances, drug paraphernalia, or any other material or item that has caused or will imminently cause substantial disruption to school operations;
- 4.1.7 inappropriate use or possession of an electronic device in violation of the School's Electronic Resources Policy; or
- 4.1.8 criminal activity or other serious violation involving weapons, drugs, or the use of force which threatens harm or causes harm to the school or school property, to a person associated with the school, or property associated with any such person, regardless of where it occurs; or
- 4.1.9 bullying or hazing as defined in Utah Code Ann. § 53G-9-601 and/or the school's Bullying and Hazing Policy.

A student shall be suspended or expelled from school for the following reasons:

- 4.1.10 a serious violation affecting another student or a staff member, or a serious violation occurring in a school building, in or on school property, or in conjunction with a school-sponsored activity, including:
 - [a] the possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;
 - [b] the actual use of violence or sexual misconduct, including but not limited to such violence or sexual misconduct related to hazing;
 - [c] the actual or threatened use of a lookalike weapon with intent to intimidate another person or to disrupt normal school activities; or



[d] the sale, control, or distribution of a drug or controlled substance as defined in Utah Code Ann. § 58-37-2, an imitation controlled substance defined in Utah Code Ann. § 58-37b-2, or drug paraphernalia as defined in Utah Code Ann. § 58-37a-3;

4.1.11 the commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor; or

4.1.12 making a false report of an emergency at the school or another school under Utah Code Ann. § 76-9-202(2)(d).

4.2 Expulsion

A student may be expelled from school for any violations listed under Section 4.1 of this policy if the violation is serious or persistent.

4.3 Weapons - Mandatory Expulsion for One Year, Utah Code Ann. § 53G-8-205(2)(b); 20 U.S.C.A. § 7151

4.3.1 Any student who, in a school building, in a school vehicle, on school property, or in conjunction with any school activity (a) possesses, controls, uses, or threatens use of a real weapon, explosive, noxious or flammable material; or (b) actually uses or threatens to use a look-alike or pretend weapon with the intent to intimidate another person or to disrupt normal school activities; shall be expelled from school and all school programs and activities for a period of not less than one year, subject to the following:

[a] Within forty-five (45) days after the expulsion, the student shall appear before the CMT, accompanied by a parent or legal guardian; and

[b] The CMT shall determine:

(i) what conditions must be met by the student and the student's parent for the student to return to school;

(ii) if the student should be placed on probation in a regular school setting consistent with Utah Code Ann. § 53G-8-208, and what conditions must be met by the student in order to ensure the safety of students and faculty at the School; and

(iii) if it would be in the best interest of both the School and the student to modify the expulsion term to less than a year, conditioned on approval by the Board and giving highest priority to providing a safe school environment for all students.

[c] For purposes of this policy, the term "firearm", "explosive", and "noxious or flammable material" include but are not limited to: guns, starter pistols, cap guns, bombs, bullets and ammunition, gasoline or other flammable liquids, mace, pepper spray, matches, and lighters.

4.3.2 Students with Disabilities under IDEA and Section 504



Whenever a student receiving special education and related services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act is determined to have carried a weapon to school or a school function the procedures outlined in Section 10 of this policy must be followed.

4.4 Drugs and Controlled Substances - Mandatory Suspension or Expulsion Utah Code Ann. § 53G-8-205(2)(a)

4.4.1 A student shall be suspended or expelled from his/her school of attendance for any of the following reasons:

- [a] use, control, possession, distribution, sale, or arranging for the sale of an illegal drug or controlled substance (which includes alcohol), an imitation controlled substance, or drug paraphernalia in a school building, in a school vehicle, on School property, or in conjunction with any school activity.
- [b] misuse or abuse, distribution, sale or arranging for the sale of prescription medication at school or a school function.
- [c] misuse or abuse of over-the-counter remedies, or sharing, distribution, sale, or arranging for the sale of over-the-counter remedies. A student may possess and use over-the-counter remedies at school only in amounts not to exceed the recommended daily dose including, but not limited to: aspirin, ibuprofen, Tylenol (acetaminophen), cough drops, allergy medication, cough syrup and mouthwash.

4.4.2 Students with Disabilities under Section 504

Any student identified as being disabled under either Section 504 of the Rehabilitation Act or the Americans with Disabilities Act who currently is engaging in the illegal use of drugs or alcohol shall be suspended or expelled to the same extent as non-disabled students for the possession, use, control, distribution, sale, or arrangement of the sale of illegal drugs, alcohol, or controlled substances on School property or in conjunction with any school activity.

4.4.3 Drug Testing

- [a] Any student who is reasonably suspected of violating Section 4.4 may be subject to a drug test for cause, arranged and paid for by the School.
- [b] Any student who has been suspended or expelled for a violation of Section 4.4 may be required to provide a clean drug test and evidence of completion of drug assessment and drug counseling programs as a condition of readmission to school. Testing and counseling required as a condition of readmission rather than for the purpose of providing justification for the initial suspension or expulsion shall be arranged and paid for by the student's parent or guardian.



- [c] Students who refuse to submit to required drug testing and counseling programs or to cooperate with School officials with respect to the sharing of appropriate information, may be expelled from the School.
- [d] Any student who is suspended or expelled for violation of Section 4.4 may be subject to random drug testing, at any time and for any reason, for a period of one year from the date of offense. If the student tests positive, he/she may be expelled from all School programs or activities. Any student who refuses consent for random drug testing under these conditions shall be expelled from all School programs or activities.

4.4.4 Students with Disabilities under IDEA

Whenever a student receiving special education and related services under IDEA knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, the procedures outlined in Section 10 of this policy must be followed.

4.5 Gangs

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

4.5.1 Gang Activity and Apparel Prohibited

Students who engage in any form of gang activity on or about school property, or at any school activity may be suspended or expelled under the terms of this policy. For the purposes of this policy, "gang activities" include, but are not limited to any of the following:

- [a] Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, apparel, emblems, badges, tattoos or manner of grooming, accessories, symbols, signs, or other thing which is evidence of membership in or affiliation with any gang;
- [b] Committing any act or omission or using any speech, either verbal or nonverbal, (flashing signs, gestures, hand shakes, etc.) that demonstrates membership in or a affiliation with a gang;
- [c] Soliciting others for membership in a gang;
- [d] Requesting any person to pay for "protection", claiming "turf", or otherwise intimidating, bullying, retaliating against, threatening, abusing, or harassing any person;
- [e] Possessing a weapon, controlled substances, drug paraphernalia, or other contraband;



- [f] Committing any illegal act; or
- [g] Encouraging or inciting another person to act with physical violence upon any other person or cause damage to property.

4.5.2 Confiscation of Gang Items

Subject to the search and seizure provisions of this policy, gang paraphernalia, apparel, or weapons may be confiscated by school officials at any time.

4.5.3 Consultation with Law Enforcement Authorities

School officials shall consult with local law enforcement authorities and gang detectives whenever they have questions regarding gang-related clothing, apparel, or other gang activity.

4.6 Bullying, Cyber-Bullying, Harassment, Hazing, and Abusive Conduct

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

School administration has the authority to discipline students and employees for off-campus speech that causes or threatens a substantial disruption on campus, at school activities, or causes or threatens a significant interference with a student's educational performance or involvement in school activities.

Additional information regarding these issues are contained in the school's Bullying and Hazing Policy, which is available on the school's website.

4.7 Possession or Use of Electronic Cigarette Products

4.7.1 Students are prohibited from possessing or using electronic cigarette products, as defined by Utah Code Ann. § 76-10-101, on School property.

4.7.2 The Principal or their designee shall request the surrender of or confiscate electronic cigarette products as provided in Section 16 of this policy.

4.7.3 The Principal will ensure that any surrendered or confiscated electronic cigarette product is destroyed or disposed of. However, the Principal may allow the release of any surrendered or confiscated electronic cigarette product to local law enforcement if School personnel have a reasonable suspicion that the electronic cigarette product contains an illegal substance and local law enforcement requests that the School release it to them as part of an investigation or action.

5. AUTHORITY TO SUSPEND OR EXPEL



5.1 Authority to Suspend and Duration of Suspension for Regular Education Students

The Principal has the authority to suspend a regular education student for up to ten (10) school days per incident. In considering whether to suspend a student, the Principal shall consider all relevant factors, including but not limited to, the severity of the offense, the student's age, disability, academic status and disciplinary record, parental capabilities, and community resources.

5.2 Authority to Suspend and Duration of Suspension for Students with Disabilities

The Principal has the authority to suspend a student with disabilities (504 or IDEA) for not more than ten (10) consecutive school days for any violation of school rules, and additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a pattern resulting in a change of placement. A school need not provide services during periods of removal of ten (10) days cumulative or less if services are not provided to a student without disabilities who has been similarly removed.

5.3 Authority to Expel and Duration of Expulsion

Subject to the requirements for due process set forth in Section 9, below, the Principal may suspend for longer than ten (10) days or expel a regular education student.

Expulsions shall be reviewed by the CMT and the conclusions reported to the Board at least once each year if the parent/guardian of the expelled student has expressed a desire for the student to return to the School.

5.3.1 Parental Responsibility

If a student is expelled for a period longer than ten (10) days the student's parent or legal guardian is responsible for undertaking an alternative education plan which will ensure that the student's education continues during the period of expulsion. The parent or guardian shall work with designated school officials to determine how the student's education will continue through private education paid for by the parents, an alternative program offered by the local school district, or other alternatives which will reasonably meet the educational needs of the student. Costs of educational services which are not provided by the School are the responsibility of the student's parent or guardian.

5.3.2 The parent or guardian and designated school officials may enlist the cooperation of the Division of Family Services, the juvenile court, law enforcement, or other appropriate government agencies in determining how to meet the educational needs of the student.

5.3.3 The School shall contact the parent or guardian of each student under age 16 who has been expelled from all School programs and services at least once a month to determine the student's progress.

5.4 Authority to Institute Change of Placement for Student with Disabilities



Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504, or ADA, procedures outlined in the State of Utah Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

6. PROCEDURES FOR ADDRESSING DISRUPTIVE STUDENT BEHAVIOR – Utah Code Ann. § 53G-8-210

6.1 Efforts to Resolve Disruptive Student Behavior Problems

6.1.1 Information About Resources. The school will provide to a parent of a student who engages in disruptive student behavior a list of resources available to assist the parent in resolving the student’s disruptive behavior problem.

6.1.2 Procedures for Resolving Problems. The Principal or a teacher or counselor designated by the Principal will work with students who engage in disruptive student behavior according to the procedures identified in Section 7, below, in an attempt to help the student’s behavior to improve and to prevent problems from escalating. Incidents of disruptive student behavior and attempts to resolve behavior issues will be documented.

6.2 Notice of Disruptive Student Behavior

6.2.1 Authorization. The Principal is authorized to issue notices of disruptive student behavior to students who are qualifying minors.

6.2.2 Criteria for Issuing Notice. The Principal will issue a “notice of disruptive student behavior” to a qualifying minor who:

- [a] engages in “disruptive student behavior” that does not result in suspension or expulsion three times during the school year; or
- [b] engages in disruptive student behavior that results in suspension or expulsion once during the school year.

6.2.3 Contents of Notice. The notice of disruptive student behavior will:

- [a] require the qualifying minor and a parent of the qualifying minor to whom the notice is issued to (i) meet with school authorities to discuss the qualifying minor's disruptive student behavior; and (ii) cooperate with the Principal and the Board in correcting the student's disruptive student behavior; and
- [b] be mailed by certified mail to, or served in person on, a parent of the qualifying minor.



- 6.2.4 Contesting Notice. A qualifying minor, or a qualifying minor's parent, may contest a notice of disruptive student behavior by requesting in writing, within ten (10) business days after receipt of the notice, a meeting with the CMT at which the parent and the CMT will discuss the facts related to the student's behavior, the basis of the parent's concerns with or objections to the issuance of the notice, and efforts that have been made to address the behavior problems.

6.3 Habitual Disruptive Student Behavior Notice

- 6.3.1 Criteria for Issuing Notice. The Principal may issue a "habitual disruptive student behavior notice" to a qualifying minor who:

- [a] engages in disruptive student behavior that does not result in suspension or expulsion at least six times during the school year;
- [b] (i) engages in disruptive student behavior that does not result in suspension or expulsion at least three times during the school year; and (ii) engages in disruptive student behavior that results in suspension or expulsion at least once during the school year; or
- [c] engages in disruptive student behavior that results in suspension or expulsion at least twice during the school year.

- 6.3.2 Notice to Parents. Within five (5) days after the day on which a habitual disruptive student behavior notice is issued, the Principal shall provide documentation to a parent of the qualifying minor who receives the notice of the efforts made by a school representative under Section 7, below.

6.4 Responses to School-Based Behavior

6.4.1 Definitions.

- [a] "Mobile crisis outreach team" means a crisis intervention service for minors or families of minors experiencing behavioral health or psychiatric emergencies.
- [b] "Restorative justice program" means a school-based program or a program used or adopted by a school that is designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school.
- [c] "Youth court" means the same as that term is defined in § 80-6-901, including that it is a diversion program that provides an alternative disposition for cases involving minors who have committed minor offenses in which youth participants, under the supervision of an adult coordinator, may serve in various capacities within the courtroom, acting in the role of jurors, lawyers, bailiffs, clerks, and judges.

- 6.4.2 Alternative school-Related Interventions. The Board may establish or partner with a certified youth court program or establish or partner with a comparable restorative



justice program. The school may refer a student to youth court or a comparable restorative justice program in accordance with § 53G-8-211.

6.4.3 Referrals of Minors. A qualifying minor to whom a habitual disruptive student behavior notice is issued under Section 6.3.1 may not be referred to the juvenile court. The School will follow § 53G-8-211 with respect to referring a minor who is alleged to be a habitual truant or is alleged to have committed an offense on School property when School is in session or during a School-sponsored activity. In accordance with § 53G-8-211:

- [a] if the alleged offense on School property is a class C misdemeanor, an infraction, or a status offense, or a minor is alleged to be a habitual truant, the minor shall be referred:
 - (i) to an evidence-based alternative intervention, including:
 - (1) a mobile crisis outreach team;
 - (2) youth services center, as defined in § 80-5-102;
 - (3) a certified youth court, as defined in § 80-6-901, or comparable restorative justice program;
 - (4) an evidence-based alternative intervention created and developed by the School or other governmental entities as set forth in § 53G-8-211(3)(a)(v);
 - (5) a tobacco cessation or education program if the offense is a violation of § 76-10-105; or
 - (6) truancy medication; or
 - (ii) for prevention and early intervention youth services, as described in § 80-5-201, by the Division of Juvenile Justice Services if the minor refuses to participate in an evidence-based alternative intervention described above.
- [b] Except as provided in Subsection [c] below, if a minor is alleged to have committed an offense on School property that is a class C misdemeanor, an infraction, or a status offense, the minor may be referred directly to a law enforcement officer or agency or a court only if:
 - (i) the minor allegedly committed an offense on School property on a previous occasion; and
 - (ii) the minor was referred to an evidence-based alternative intervention, or to prevention or early intervention youth services, as described in Subsection [a] above for the previous offense.



- [c] If a minor is alleged to have committed a traffic offense that is an infraction, the minor may be referred directly to a law enforcement officer or agency, a prosecuting attorney, or a court for the traffic offense.
- [d] If a minor is alleged to have committed an offense on School property that is a class B misdemeanor or a class A misdemeanor, the minor may be referred directly to a court or to the evidence-based alternative interventions in Subsection [a] above.
- [e] If a minor is alleged to be a habitual truant, the minor may be referred to a law enforcement officer or agency or a court if:
 - (i) the minor was previously alleged of being a habitual truant at least twice during the same school year; and
 - (ii) the minor was referred to an evidence-based alternative intervention, or for prevention and early intervention youth services, as described in Subsection [a] above for at least two of the previous habitual truancies.
- [f] If a minor commits an offense on School grounds when School is in session or at a School-sponsored activity and that information is reported to, or known by, a School employee, the School employee shall notify the Principal. After receiving such a notification, the Principal shall notify a law enforcement officer or agency if the Principal may refer the offense to a law enforcement officer or agency as explained above in this section. The Principal shall also notify other School personnel if the Principal determines that other School personnel should be informed.

6.4.4 Referral of Students for Firearm Offense. If a student brings a firearm or weapon to the School, the student shall be referred directly to a law enforcement officer or agency, a prosecuting attorney, or a court.

7. ALTERNATIVES TO EXPULSION, OR CHANGE OF PLACEMENT FOR FREQUENT OR FLAGRANT DISRUPTIVE BEHAVIOR - Utah Code Ann. § 53G-8-207

A continuum of intervention strategies shall be available to help students whose behavior in school repeatedly falls short of reasonable expectations. Prior to expelling a student for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which are not so extreme or violent that immediate removal is warranted, good faith efforts shall be made at the school level to implement a remedial discipline plan to allow the student to remain in the School.

7.1 Before deciding upon long-term suspension, expulsion, or change of placement under this Section, school staff should demonstrate that they have attempted some or all of the following interventions:



- 7.1.1 Talking with the student;
- 7.1.2 Class schedule adjustment;
- 7.1.3 Phone contact with the parent or legal guardian;
- 7.1.4 Informal parent/student conferences;
- 7.1.5 Behavioral contracts;
- 7.1.6 After-school make-up time;
- 7.1.7 Short-term in-school suspension (ISS);
- 7.1.8 Short-term at-home suspensions;
- 7.1.9 Appropriate evaluation;
- 7.1.10 Home study;
- 7.1.11 Alternative programs; or
- 7.1.12 Law enforcement assistance as appropriate.

7.2 Parental Attendance with Student – Utah Code Ann. § 53G-8-207 (1)-(2).

As part of a remedial discipline plan for a student, a school may require the student's parent or guardian, with the consent of the student's teachers, to attend class with the student for a period of time specified by a designated school official. If the parent or guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the provisions of school discipline policies.

8. DUE PROCESS FOR SUSPENSIONS OF TEN (10) DAYS OR LESS

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

- 8.1** The Principal shall notify the custodial parent or guardian of the student of the following without delay: that the student has been suspended, the grounds for the suspension, the period of time for which the student is suspended, and the time and place for the parent or guardian to meet with a designated school official to review the suspension.
- 8.2** The Principal shall also notify the non-custodial parent, if requested in writing, of the suspension and expulsion of, or denial of admission to their student.
 - 8.2.1 Section 8.2 does not apply to the portion of school records which would disclose any information protected under a court order.



8.2.2 The custodial parent is responsible to provide the school a certified copy of any court order under subsection 8.2.1.

8.3 The Principal shall document the charges, evidence, and action taken.

8.4 The student shall be requested to present his/her version of the incident. Students with disabilities or young students who are unable to write their own statements shall be accommodated through the use of tape recorder, scribe, etc.

8.5 If the student denies the charges, the student shall be provided with an explanation of the evidence and an opportunity to present his/her version of the incident to the Principal.

8.6 In general, the notice and informal conference shall precede the student's removal from school.

8.7 If, in the judgment of the Principal, notice is not possible because the student poses a danger to a person or property or an ongoing threat of disrupting the academic process, he/she may be removed immediately. However, in such cases, the necessary notice and informal conference shall follow as soon as possible.

9. DUE PROCESS FOR EXPULSIONS

9.1 If the Principal believes that a student should be suspended for more than ten (10) days or expelled, the Principal may make the initial decision and shall meet with the student's parent or guardian to discuss the charges against the student and the proposed discipline within five (5) school days after the suspension or expulsion began. If requested in writing, the Principal shall also notify the non-custodial parent of the suspension or expulsion as outlined in Section 8.2 of this Policy.

9.2 During the meeting required in Section 9.1, the Principal shall provide the student's parent or guardian with written notice that includes all of the following elements (or, if the student's parent or guardian refuses to meet, the Principal shall send the notice by certified mail, return receipt requested, to the student's parent or legal guardian within ten (10) school days after the suspension or expulsion began):

9.2.1 a description of the alleged violation(s) or reason(s) giving rise to disciplinary action;

9.2.2 the penalty being imposed (duration of suspension or expulsion);

9.2.3 a statement that a due process hearing may be requested by providing the Principal with written notice within ten (10) school days of the parent or guardian's receipt of the notice;

9.2.4 a statement that, if a due process hearing is requested, either the Board (even though less than a quorum) or a hearing officer will conduct the hearing;



- 9.2.5 a statement that the suspension or expulsion is taking effect immediately and will continue for the stated period unless a due process hearing is requested in a timely manner and the Board (even though less than a quorum) or hearing officer determines otherwise;
- 9.2.6 the mailing date of the notice; and
- 9.2.7 a statement that, if a hearing is not requested within ten (10) school days after receipt of the notice, the Principal's decision to suspend or expel the student will be final, and the parent's right to oppose the decision will be waived.

9.3 Hearing Procedures

If a Due Process Hearing is requested in response to the notice sent pursuant to Section 9.2 of this Policy, the following procedures shall apply:

- 9.3.1 After receipt of the request, the School shall schedule a hearing as soon as possible but not later than ten (10) school days following receipt of the request unless the student's parent or guardian agrees otherwise.
- 9.3.2 A written Hearing Notice shall be sent to the parent or guardian informing the parent or guardian that the Due Process Hearing will be conducted and of the following information:
 - [a] whether the Due Process Hearing will be conducted before the Board (even though less than a quorum) or a Hearing Officer and, if so, the name of the Hearing Officer;
 - [b] the date, place, and time of the hearing;
 - [c] the circumstances, evidence, and issues to be discussed at the hearing;
 - [d] the right of all parties to cross-examine witnesses subject to the presiding Board member or Hearing Officer's determination that this right should be limited to protect student witnesses from retaliation, ostracism or reprisal; and
 - [e] the right of all parties to examine all relevant records.
- 9.3.3 The Due Process Hearing shall be conducted on the record, and the Board or Hearing Officer shall:
 - [a] ensure that a written record of the hearing is made, a copy of which shall be provided to all parties upon request, with the cost borne by the School;
 - [b] consider all relevant evidence presented at the hearing;
 - [c] allow the right to cross-examination of witnesses, unless the presiding Board member or Hearing Officer determines that this right should be limited to protect student witnesses from ostracism, retaliation or reprisal;
 - [d] allow all parties a fair opportunity to present relevant evidence; and
 - [e] issue a written decision including Findings of Fact and Conclusions.

9.3.4 Hearing Rules



Formal Rules of Evidence do not apply to the Due Process Hearing, and no discovery is permitted. However, the following rules will apply:

- [a] parties may have access to information contained in School's files to the extent permitted by law;
- [b] hearings shall be closed to the press and the public;
- [c] documents, testimony, or other evidence submitted by the parties after the hearing will not be considered in reaching findings and conclusions; and
- [d] witnesses or parties may be excused or the hearing suspended or terminated if persons involved in the hearing are abusive, disorderly, disruptive, or if they refuse to abide by the rules and orders of the presiding Board member or Hearing Officer.

10. DUE PROCESS FOR CHANGE OF PLACEMENT OF STUDENTS WITH DISABILITIES

Where the student is receiving special education services or accommodations on the basis of disability under IDEA, 504 or ADA, procedures outlined in the Utah State Board of Education Special Education Rules shall be followed, including prior written notice to parents or guardians regarding their procedural due process rights, before any long-term disciplinary action or change of placement takes place.

10.1 Required Services

10.1.1 504 and ADA Students

When a determination is made that the conduct of a 504 or ADA student is not a manifestation of the student's disability, the student shall be subject to the same disciplinary consequences as regular education students, up to and including expulsion from school; however, the school must continue to provide education services in accordance with guidelines established by the Utah State Office of Education.

10.1.2 IDEA

A school need not provide services during periods of removal to a student with a disability under IDEA who has been removed from his or her current placement for ten (10) school days or less in that school year if services are not provided to a student without disabilities who has been similarly removed.

If a student with a disability under IDEA has been removed from his or her current placement for more than ten (10) school days in the same school year, for the remainder of the removals, the school shall provide services to the extent necessary to enable the student to progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's



IEP. School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the student to appropriately progress in the general curriculum and advance toward achieving the goals set out in the student's IEP.

10.2 Change of Placement for Weapons, Drugs, or Serious Bodily Injury

A student's IEP Team may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) days, if:

- 10.2.1 The student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function; or
- 10.2.2 The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or
- 10.2.3 The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

10.3 Change of Placement Due to Student's Serious Misconduct

- 10.3.1 School officials may request an expedited due process hearing in order to change the placement of a student with a disability to an appropriate interim alternative educational setting, recommended by the student's IEP team, for not more than forty-five (45) days. A hearing officer may order such a change, if he/she:
- 10.3.2 Determines that school officials have demonstrated by substantial evidence that maintaining the current placement of a student is substantially likely to result in injury to the student or others;
- 10.3.3 Considers the appropriateness of the student's current placement;
- 10.3.4 Considers whether school officials have made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services; and
- 10.3.5 Determines that the interim alternative educational setting being recommended by school officials (1) has been selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP; and (2) includes services and modifications designed to address the behavior at issue so that it does not recur.

10.4 Parental Notice



As soon as a decision is made by school officials to remove a student with a disability from his/her current placement for more than ten (10) school days, the student's parents must be notified of that decision and of all procedural safeguards outlined by law and School policy.

10.5 IEP Meetings for Manifestation Determination

10.5.1 Immediately, if possible, but in no case later than ten (10) school days after the date on which the decision is made to remove the student from the current placement, a review must be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action.

10.5.2 The manifestation review must be conducted by the student's IEP team and other qualified school personnel.

10.5.3 In conducting the manifestation review, the IEP team may determine that the behavior of the student was not a manifestation of student's disability only if the IEP team:

[a] First considers, in terms of behavior subject to disciplinary action, all relevant information, including:

- (i) Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the student;
- (ii) Observations of the student; and
- (iii) The student's IEP and placement; and

[b] Then determines that:

- (i) In relationship to the behavior subject to disciplinary action, the student's IEP and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the student's IEP and placement;
- (ii) The student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action; and
- (iii) The student's disability did not impair the ability of the student to control the behavior subject to disciplinary action.

10.5.4 If the IEP team determines that any of the standards above were not met, the behavior must be considered a manifestation of the student's disability.

10.5.5 Determination that Behavior was not Manifestation of Disability



If the result of the manifestation review is a determination that the behavior of a student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that a free appropriate public education must still be made available to the student if the student is suspended or expelled from school.

10.5.6 Determination that Behavior was Manifestation of Disability

If the result of the manifestation review is a determination that the behavior of a student with a disability was a manifestation of the student's disability, the student must remain in or be returned to the prior placement.

10.6 IEP Meetings for Functional Behavioral Assessments

10.6.1 Post-Discipline Functional Behavioral Assessments

If school officials have not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the student before the behavior that results in a removal from school for longer than ten (10) school days or a change of placement to an interim alternative educational setting, school officials shall convene an IEP meeting to develop an assessment plan and appropriate behavioral interventions to address that behavior.

10.6.2 Pre-Discipline Behavioral Intervention Plans

If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it, as necessary, to address the behavior.

10.7 Placement During Appeals and Stay Put

10.7.1 If a parent requests a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day period, whichever occurs first, unless the parent and school officials agree otherwise.

10.7.2 If a student is placed in an interim alternative educational setting and school personnel propose to change the student's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the student must remain in the current placement (the student's placement prior to the interim alternative education setting), unless school officials succeed in getting an order through an expedited hearing as described in Section 10.3.

11. ADMINISTRATIVE STUDENT CONDUCT AND DISCIPLINE PLAN

11.1 Elements of Plan

The Principal will develop, with input from administration, instruction and support staff, students, parents, and other community members, a Student Conduct and Discipline Plan. The plan shall be comprehensive, clearly written, consistently enforced, and include the following elements:



- 11.1.1 written standards for student behavior expectations, including school and classroom management;
- 11.1.2 effective instructional practices for teaching student expectations, including:
 - [a] self-discipline;
 - [b] citizenship;
 - [c] civic skills; and
 - [d] social emotional skills;
- 11.1.3 systematic methods for reinforcement of expected behaviors;
- 11.1.4 uniform and equitable methods for correction of student behavior;
- 11.1.5 consistent processes to collect student discipline data and incident or infraction data, including collection of the number of days of student suspensions and data collected from the School's climate survey as described in Rule R277-623;
- 11.1.6 uniform and equitable methods for at least annual school level data-based evaluations of efficiency and effectiveness;
- 11.1.7 an ongoing staff development program related to development of:
 - [a] student behavior expectations;
 - [b] effective instructional practices for teaching and reinforcing behavior expectations;
 - [c] effective intervention strategies; and
 - [d] effective strategies for evaluation of the efficiency and effectiveness of interventions;
- 11.1.8 procedures for ongoing training of appropriate School personnel in:
 - [a] crisis management;
 - [b] emergency safety interventions; and
 - [c] School policies related to emergency safety interventions consistent with evidence-based practice;
- 11.1.9 policies and procedures relating to the use and abuse of alcohol, controlled substances, electronic cigarette products, and other harmful trends by students;



11.1.10 policies and procedures for responding to possession or use of electronic cigarette products by a student on School property as required by § 53G-8-203(3);

11.1.11 policies and procedures, consistent with requirements of Rule R277-613 and the School's Bullying and Hazing Policy, related to:

- [a] bullying;
- [b] cyber-bullying;
- [c] hazing;
- [d] retaliation; and
- [e] abusive conduct;

11.1.12 policies and procedures for the use of emergency safety interventions for all students consistent with evidence-based practices including prohibition of:

- [a] physical restraint, subject to the requirements of Section R277-609-5, except when the physical restraint is allowed as described in § 53G-8-302(2);
- [b] prone, or face-down, physical restraint;
- [c] supine, or face-up, physical restraint;
- [d] physical restraint that obstructs the airway of a student or adversely affects a student's primary mode of communication;
- [e] mechanical restraint, except:
 - (i) protective or stabilizing restraints;
 - (ii) restraints required by law, including seatbelts or any other safety equipment when used to secure students during transportation; and
 - (iii) any device used by a law enforcement officer in carrying out law enforcement duties;
- [f] chemical restraint, except as:
 - (i) prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; and
 - (ii) administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority



under state law;

- [g] seclusionary time out, subject to the requirements of Section R277-609-5, except when a student presents an immediate danger of serious physical harm to self or others; and
- [h] for a student with a disability, emergency safety interventions written into a student's IEP, as a planned intervention, unless:
 - (i) School personnel, the family, and the IEP team agree less restrictive means have been attempted;
 - (ii) a FBA has been conducted; and
 - (iii) a positive behavior intervention, based on data analysis has been written into the plan and implemented;

11.1.13 direction for dealing with bullying and disruptive students;

11.1.14 direction to determine the range of behaviors and establish the continuum of administrative procedures that may be used by School personnel to address student behavior, including students who engage in disruptive student behaviors as described in § 53G-8-210;

11.1.15 identification, by position, of an individual designated to issue notices of disruptive and bullying student behavior;

11.1.16 identification of individuals who shall receive notices of disruptive and bullying student behavior;

11.1.17 a requirement to provide for documentation of an alleged class B misdemeanor or a nonperson class A misdemeanor before referral of students with an alleged class B misdemeanor or a nonperson class A misdemeanor to juvenile court;

11.1.18 strategies to provide for necessary adult supervision;

11.1.19 a requirement that policies be clearly written and consistently enforced;

11.1.20 notice to employees that violation of Rule R277-609 may result in employee discipline or action;

11.1.21 gang prevention and intervention provisions in accordance with § 53E-3-509(1);

11.1.22 provisions that account for the School's unique needs or circumstances, including:

- [a] the role of law enforcement; and



- [b] emergency medical services; and
- [c] a provision for publication of notice to parents and School employees of policies by reasonable means; and
- [d] a plan for referral for a student with a qualifying office to alternative school-related interventions, including:
 - (i) a mobile crisis outreach team, as defined in Section 80-1-102;
 - (ii) a receiving center operated by the Division of Juvenile Justice Services in accordance with Section 80-5-102;
 - (iii) a youth court; or
 - (iv) a comparable restorative justice program; and

11.1.23 procedures for responding to reports received through the SafeUT Crisis Line established under § 53B-17-1201 *et seq.*

11.2 Plan Consistent with this Policy

The administrative Student Conduct and Discipline Plan shall be consistent with this policy, including without limitation the provisions in Section 6 regarding notices of disruptive student behavior and the emergency safety intervention policies and procedures set forth in Section 18. It shall also be consistent with the School’s Plan for Harassment and Discrimination Free Learning, which shall be developed by the School in accordance with § 53G-8-802 and R277-609.

12. EXTRACURRICULAR ACTIVITIES

Participation in interscholastic athletics and other extracurricular activities is not a constitutionally protected civil right. Therefore, students who are suspended or expelled may lose the privilege of participation during the period of suspension/expulsion and may not be allowed to invoke due process procedures to challenge the denial of extracurricular participation.

13. DENIAL OF ADMISSION BASED ON PRIOR EXPULSION – Utah Code Ann. § 53G-8-205 (3)

A student may be denied admission to the School if he or she was expelled from that or any other school, during the preceding 12 months.

14. INVESTIGATIONS

Whenever the Principal has reason to believe that school rules or policies have been broken, he or she shall proceed with an investigation. However, if the Principal believes that laws have been



broken or child abuse has occurred, he/she shall request appropriate authorities to conduct the investigation.

14.1 General Investigation Guidelines for Principal

The Principal has the authority and duty to conduct investigations and to question students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law. The Principal shall conduct investigations according to the following general guidelines:

- 14.1.1 The Principal shall conduct investigations in a way that does not unduly interfere with school activities.
- 14.1.2 The Principal shall separate witnesses and offenders in an attempt to keep witnesses from collaborating their statements and have all parties write separate statements concerning the incident under investigation.
- 14.1.3 The Principal shall advise students suspected of wrongdoing orally or in writing of the nature of the alleged offense.
- 14.1.4 Students must be provided an opportunity to give their version of the incident under investigation; however, refusals to respond or provide information should be respected.
- 14.1.5 When questioning students as part of an investigation, school staff should have another adult present whenever possible.
- 14.1.6 The Principal shall accommodate students with disabilities and young children unable to write their own statements through use of tape recorders, scribes, etc.
- 14.1.7 All students involved in the investigation shall be instructed that retaliation is prohibited. Any act of reprisal against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing is strictly prohibited and subject to disciplinary action.
- 14.1.8 When the investigation is completed and if it is determined that disciplinary action may be in order, due process requirements must be met. Specifically, the student must be given proper notice of the charges against him/her and the disciplinary action being recommended, as well as a fair opportunity to present his or her version of the facts.

14.2 Coordination with Law Enforcement

The Principal has the responsibility and the authority, within his/her respective jurisdiction, to determine when the help of law enforcement officers is necessary, as outlined in this policy and Utah State law.

- 14.2.1 The school administration may invite law enforcement officials to the school to:



- [a] conduct an investigation of alleged criminal conduct on the school premises or during a school-sponsored activity;
- [b] maintain a safe and orderly educational environment; or
- [c] maintain or restore order when the presence of such officers is necessary to prevent injury to persons or property.

14.2.2 Investigation of Criminal Conduct

During an investigation for violation of school rules, it may become evident that the incident under investigation may also be a violation of criminal law. If the school official has reason to suspect that a criminal act has been committed and, in the opinion of the Principal, law enforcement should be notified, the following procedure should be followed:

- [a] The Principal shall request that law enforcement officers conduct an investigation during school hours and question students who are potential witnesses to the alleged criminal behavior.
- [b] The school official shall inform the student's parent or legal guardian as soon as possible that the student may have committed a criminal act and that law enforcement authorities will be involved in the investigation.
- [c] Unless circumstances dictate otherwise, questioning of the student by school officials shall not begin or continue until the law enforcement officers arrive.
- [d] Reasonable attempts shall be made to contact the student's parents or legal guardian who, unless an emergency exists, shall be given the opportunity to meet with the student and to be present with the student during questioning by law enforcement authorities.
- [e] The Principal shall document the contact or attempted contact with the student's parents or legal guardian. If the Principal cannot contact the student's parent or guardian, or if the parent or guardian is unable to be present with the student for questioning, the Principal shall be present and document generally what occurs during the interview.
- [f] The student shall not be questioned by the police unless or until he/she has received Miranda warnings from the officer.
- [g] If the parent or student refuses to consent to questioning by law enforcement authorities, the law enforcement authorities shall determine the course of action to be pursued.

14.2.3 Investigation Initiated by Law Enforcement Authorities

School officials shall cooperate with law enforcement authorities who are carrying out official duties such as investigating crimes, serving subpoenas, etc.



- [a] When law enforcement officers can show a need to do so, they shall be permitted to conduct an investigation on school grounds during school hours.
- [b] Such a need will ordinarily be shown if delay in police investigation might result in danger to a person, flight from jurisdiction by a person reasonably suspected of a crime, or destruction of evidence. In such cases:
 - (i) The officers shall be required to get prior approval of the Principal or other designated person before beginning an investigation on school premises.
 - (ii) The Principal shall document the circumstances warranting the investigation as soon as practical.
 - (iii) Alleged criminal behavior related to the school environment brought to the Principal's attention by law enforcement officers shall be dealt with under the provisions of Section 14.1.
 - (iv) Law enforcement officials (investigating school-related or student-related crimes) may not have access to student education records, aside from directory information, unless they have a subpoena or court order, permission from parent or guardian.
 - (v) Directory information is limited to a student's name, home address, date of birth, phone number, class schedules and parents' address and phone numbers for use in case of emergency.

14.2.4 Release of Student to Law Enforcement Official

- [a] Students may not be released to law enforcement authorities voluntarily by school officials unless the student has been placed under arrest or unless the parent or legal guardian and the student agree to the release.
- [b] When students are removed from school for any reason by law enforcement authorities, every reasonable effort shall be made to contact the student's parent or legal guardian immediately except in cases of child abuse and neglect. Such effort shall be documented.
- [c] The Principal shall immediately notify the Board of the removal of a student from school by law enforcement authorities.
- [d] Where it is necessary to take a student into custody on school premises, the law enforcement officer shall contact the school Principal and relate the circumstances necessitating such action.



- [e] Whenever the need arises to make arrests or take students into custody on school premises, the Principal shall make reasonable efforts to consult and confer with the law enforcement officers as to how an arrest is to be made.
- [f] When possible, the Principal shall have the student summoned to the Principal's office before the student is taken into custody.
- [g] When a student has been taken into custody or arrested on school premises without prior notification to the Principal, the school staff present shall encourage the law enforcement officers to tell the Principal of the circumstances as quickly as possible. If the officers decline to tell the Principal, the school staff members present shall immediately notify the Principal.

14.2.5 Quelling Disturbances of School Environment

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

14.2.6 Coordination of Policies with Law Enforcement Authorities

The Principal is encouraged to meet at least annually with local law enforcement authorities to discuss this policy and rules on law enforcement contacts with the School. Law enforcement authorities shall be asked to inform their staffs about the terms of this policy.

15. INVESTIGATION OF CHILD ABUSE AND NEGLECT

Utah law requires that whenever any person, including any school employee, has reason to believe that a child has been subjected to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, he/she shall immediately notify the nearest peace officer, law enforcement agency, or office of the Division of Child and Family Services.

15.1 The school shall distribute annually to all school employees copies of the School's procedures for reporting suspected child abuse or neglect and the School's Child Abuse Neglect Reporting Form.

15.2 If there is reason to believe that a child may have been subjected to abuse or neglect, an oral report shall be made immediately by the school employee reporting the abuse/neglect with a written report to follow within twenty-four (24) hours.

15.2.1 When making the oral report, always have the person you notify identify himself/herself. The notified person's name shall be entered on the written report.



15.2.2 A copy of the written report shall be put in a Child Abuse-Neglect file to be maintained by the Principal, for all reported cases of suspected child abuse or neglect.

15.2.3 The Child Abuse-Neglect Reporting form shall not be placed in the student's personal file.

15.3 It is not the responsibility of the Principal or other school employees to prove that the child has been abused or neglected, or to determine whether the child is in need of protection.

15.3.1 Investigation by staff prior to submitting a report shall not go beyond that necessary to support a reasonable belief that a reportable problem exists.

15.3.2 To determine whether or not there is reason to believe that abuse or neglect has occurred, professional school employees may (but are not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists.

15.3.3 Interviews with the child or suspected abuser shall not be conducted by the Principal or school employees.

15.3.4 Notes of voluntary or spontaneous statements by the child shall be made and given to the investigating agency.

15.3.5 Principal, school employees, Division of Child and Family Services and law enforcement personnel are required to preserve the anonymity of those making the initial report and any others involved in the subsequent investigation.

15.3.6 Investigations are the responsibility of the Division of Child and Family Services.

[a] Principal or other school employees shall not contact the parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.

[b] School officials shall cooperate with social service and law enforcement agency employees authorized to investigate reports of alleged child abuse and neglect, assisting as asked as members of interdisciplinary child protection teams in providing protective diagnostic, assessment, treatment, and coordination services.

15.3.7 Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune, in accordance with state law, from any civil or criminal liability that otherwise might arise from those actions.

16. SEARCHES OF PERSON OR PROPERTY

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



16.1 General Guidelines for Searches of Person or Property

16.1.1 Student Lockers

Students have no right or expectation of privacy in school lockers. While lockers are under the joint control of students and the school, lockers are solely school property and may be searched at any time by school officials with or without cause. Once a locker is opened for search, any search of student belongings contained within the locker must comply with the guidelines for searches of personal belongings in Section 16.2 of this policy.

16.1.2 Searches of Students and Student Property

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

16.2 Searches of Personal Belongings

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

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

16.3 Searches of Person

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

- [a] The search shall be conducted in a private area of the school by a school official of the same sex as the student being searched;
- [b] The search shall be observed by an objective third party of the same sex as the student being searched (i.e., Principal, teacher, police officer);
- [c] School officials may ask the student to remove his/her hat, coat, shoes and socks, turn pockets inside out, and roll up sleeves to see if the student is hiding contraband;



- [d] Under no circumstances may school officials require students to remove any other items of clothing or touch students in any way during the search.
- [e] If this limited search does not turn up suspected contraband and school officials have reasonable suspicion that the student is concealing contraband in his/her inner clothing (i.e., hiding drugs, weapons or other contraband underneath shirts, pants or underwear), law enforcement officers shall be summoned immediately to conduct further search and investigation.
- [f] In general, all questioning and searching of students conducted by law enforcement officers shall proceed according to the investigation guidelines in Section 14 of this policy.

16.4 Documentation of Searches

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

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

17. RECORDS—INTERAGENCY COLLABORATION – 20 U.S.C. § 1232g(h)(i)-(2); Utah Code Ann. § 53G-8-402 to -405

17.1 Requirements After Receiving Notification From Juvenile Court and/or Law Enforcement Agencies of a Student's Serious Offense or Sexual Crime.

- 17.1.1 If the President of the Board is notified by the juvenile court that a current or former student of the School has been adjudicated for a serious offense or sexual crime or is notified by a law enforcement agency that a current or former student of the School has been taken into custody or detention for a serious offense or sexual crime, the President of the Board shall notify the Principal of the School within three (3) days of receiving the notification.

“Serious offense” is defined in Utah Code Ann. § 80-6-103 and means the following: a violent felony as



defined in § 76-3-203.5; an offense that is a violation of Title 76, Chapter 6, Part 4, Theft, and the property stolen is a firearm; or an offense in violation of Title 76, Chapter 10, Part 5 Weapons.

“Sexual crime” or “sexual misconduct” means any conduct described in Title 76, Chapter 5, Part 4, Sexual Offenses; Title 76 Chapter 5b, Sexual Exploitation Act; § 76-7-102, incest; § 76-9-702, lewdness; and § 76-9-702.1, sexual battery.

17.1.2 Upon receipt of the information about a student’s serious offense (whether from the President of the Board or directly from the juvenile court or law enforcement agency), the Principal shall make a notation in a secure file other than the student's permanent file. Beginning no later than July 1, 2025, the School shall digitally maintain the secure file or, if available, the student’s related reintegration plan described below, for one year from the day the notice is received and ensure the secure file follows the student if the student transfers to a different school.

17.1.3 Upon receipt of the information about a student’s serious offense or sexual crime (whether from the President of the Board or directly from the juvenile court or law enforcement agency), the Principal shall, if the student is still enrolled in the School, notify staff members who, in the Principal’s opinion, should know of the adjudication, arrest, or detention. Staff members receiving information about a juvenile's adjudication, arrest or detention may only disclose the information to other persons having both a right and a current need to know.

17.2 Multidisciplinary Team and Reintegration Plan

17.2.1 In addition to complying with the requirements above, the School shall, within five (5) days after receiving a notification described in Section 17.1.1 about a student, or within a reasonable time after otherwise being notified of a student committing a serious offense or sexual crime, develop a reintegration plan for the student with a multidisciplinary team, the student, and the student’s parent or guardian. The multidisciplinary team should include the School, the juvenile court, the Division of Juvenile Justice and Youth Services, the School’s Safety and Security Specialist, the School’s Safety and Security Director, the School’s Resource Officer (if any), and any other relevant party that should be involved in a reintegration plan.

17.2.2 The reintegration plan shall address:

- [a] a behavioral intervention for the student;
- [b] a short-term mental health or counseling service for the student;
- [c] an academic intervention for the student; and
- [d] if the serious offense or sexual crime was directed at a School employee or another student within the School, notification of the reintegration plan to that School employee or student and the student’s parent.



17.2.3 The School may deny admission to the student until the School completes the reintegration plan.

17.2.4 The School's Resource Officer (if any) shall provide input for the School to consider regarding the safety risks a student may pose upon integration. The School shall also notify its Resource Officer (if any) of any student who is on probation.

17.2.5 The School shall not reintegrate a student when:

- [a] a student or staff member of the School has a protective order against the student being reintegrated; or
- [b] a student or staff member of the School is a victim of the serious offense or sexual crime committed by the student being reintegrated.

17.2.6 A reintegration plan under this section is classified as a protected record under Utah Code Ann. § 63G-2-305. All other records of disclosures under this section are governed by the Government Records Access and Management Act and the Family Educational Rights and Privacy Act ("FERPA").

17.3 Students Committing a Serious Offense or Sexual Crime are Subject to Suspension or Expulsion

Students who commit a serious offense or sexual crime, whether on or off School property, are subject to the suspension and expulsion provisions of this policy.

17.4 Student Discipline Records/Education Records

School officials may include appropriate information in the education record of any student concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

17.4.1 Disclosure of Discipline Records to Other Educators

School officials may disclose student discipline information described above to teachers and other school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

17.4.2 Disclosure of Discipline Records to Other Agencies

School officials shall not release personally identifiable student discipline records to other government agencies, including law enforcement agencies, unless the agency produces a subpoena or court order (need for standing court order from juvenile court), the student's parent or guardian has authorized disclosure, or a FERPA exception applies.



18. EMERGENCY SAFETY INTERVENTIONS

A school employee may not subject a student to physical restraint or seclusionary time out unless utilized as a necessary emergency safety intervention (“ESI”) in compliance with this Section.

18.1 Definitions

- 18.1.1 An “ESI” is the use of seclusionary time out or physical restraint when a student presents an immediate/imminent danger of physical violence/aggression towards self or others likely to cause serious physical harm. An ESI is not for disciplinary purposes.
- 18.1.2 “Physical restraint” means a personal restriction that immobilizes or significantly reduces the ability of a student to move his or her arms, legs, body, or head freely.
- 18.1.3 “Physical escort” means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location.
- 18.1.4 “Seclusionary time out” means that a student is placed in a safe enclosed area, isolated from adults and peers, and the student is, or reasonably believes, he or she will be prevented from leaving the area. The safe enclosed area must meet the fire and public safety requirements described in R392-200 and R710-4.

18.2 General Procedures

- 18.2.1 Teachers and other personnel who may work directly with students shall be trained on the use of effective alternatives to ESI as well as the safe use of ESI and a release criteria.
- 18.2.2 An ESI shall:
 - [a] be applied for the minimum time necessary to ensure safety;
 - [b] implement an appropriate release criteria;
 - [c] be discontinued as soon as imminent danger of physical harm to self or others has dissipated;
 - [d] be discontinued if the student is in severe distress;
 - [e] never be used as punishment or discipline;
 - [f] be applied consistent with the school’s administrative Student Conduct and Discipline Plan; and
 - [g] in no instance be imposed for more than 30 minutes.



18.3 Students with Disabilities Receiving Special Education Services

- 18.3.1 Use of ESI for a student with a disability receiving specialized educational services under IDEA or Section 504 shall be subject to all applicable state and federal laws, including Least Restrictive Behavioral Interventions (LRBI) policies and procedures for special education/504 programs.
- 18.3.2 Additionally, ESIs written into a student's IEP as a planned intervention are prohibited unless school personnel, the family, and the IEP team agree less restrictive means which meet the circumstances described in R277-608-5 have been attempted; a Functional Behavioral Assessment has been conducted; and a positive behavior intervention plan based on data analysis has been written into the plan and implemented.

18.4 Physical Restraint

- 18.4.1 A school employee may, in accordance with Section 18.2.2 and when acting within the scope of employment, use and apply physical restraint as an ESI in self defense or as may be reasonable and necessary under the following circumstances:
- [a] to protect the student or another person from physical injury;
 - [b] to remove from a situation a student who is violent;
 - [c] to take possession of a weapon or other dangerous object in the possession or under the control of a student; or
 - [d] to protect property from being damaged, when physical safety is at risk.
- 18.4.2 When an employee exercises physical restraint as an ESI on a student, the following types of physical restraint are prohibited:
- [a] prone, or face-down;
 - [b] supine, or face-up;
 - [c] physical restraint which obstructs the airway or adversely affects the student's primary mode of communication;
 - [d] mechanical restraint, except for seatbelts or safety equipment used to secure students during transportation, other appropriate protective or stabilizing restraints, and devices used by a law enforcement officer in carrying out law enforcement duties; or
 - [e] chemical restraint, except as prescribed by a licensed physician and implemented in compliance with a student's Health Care Plan.



18.4.3 Nothing in this Section prohibits a school employee from using less intrusive means, including a physical escort, to address circumstances described in Section 18.4.1.

18.5 Seclusionary Time Out

A school employee may, in accordance with Section 18.2.2 and when acting within the scope of employment, place a student in seclusionary time out as an ESI under the following circumstances:

18.5.1 the student presents an immediate danger of serious physical harm to self or others;

18.5.2 any door remains unlocked consistent with applicable fire and public safety requirements; and

18.5.3 the student is within line sight of the employee at all times.

18.6 Notification

18.6.1 If an ESI is used, the school or employee shall immediately notify the student's parent/guardian and school administration before the student leaves the School.

18.6.2 In addition to providing the notice described in Section 18.6.1, if the ESI is applied for longer than fifteen minutes, the school shall immediately notify the student's parent/guardian and school administration.

18.6.3 Parent notifications made under this Section shall be documented in the student information system as required by R277-609-10(3)(d)).

18.6.4 Within 24 hours of using ESI, the school shall notify the parent/guardian that they may request a copy of any notes or additional documentation taken during the crisis situation.

18.6.5 Upon request of a parent/guardian, the school shall provide a copy of any notes or additional documentation taken during a crisis situation.

18.6.6 A parent/guardian may request a time to meet with school staff and administration to discuss the crisis situation.

18.7 Emergency Safety Intervention (ESI) Committee

18.7.1 The school shall establish an ESI committee that includes:

- [a] at least two administrators (if there are at least two administrators employed by the school);



- [b] at least one parent of a student enrolled in the school, appointed by the school's Principal; and
- [c] at least two certified educational professionals with behavior training and knowledge in both state rules and the school's conduct and discipline policies.

18.7.2 The ESI committee shall:

- [a] meet often enough to monitor the use of ESI within the school;
- [b] determine and recommend professional development needs;
- [c] develop policies for dispute resolution processes to address concerns regarding disciplinary actions; and
- [d] ensure that each emergency incident where a School employee uses an ESI is documented in the School's student information system and reported to the State Superintendent of Schools through UTREx.

18.7.3 The school shall collect, maintain, and periodically review the documentation or records regarding the use of ESI in the school.

18.7.4 The school shall annually provide documentation of any school use of ESI to the State Superintendent of Schools.

18.7.5 The School shall submit all required UTREx discipline incident data elements to the State Superintendent of Schools no later than June 30, 2018. Beginning in the 2018-19 school year, the School shall submit all required UTREx discipline incident data elements as part of the LEA's daily UTREx submission.

18.8 Corporal Punishment

School employees may not inflict or cause the infliction of corporal punishment upon a student. School personnel who inflict corporal punishment on a student will be subject to discipline up to and including termination.

19. TRAINING

19.1 All new employees shall receive information about this policy and the administrative Student Conduct and Discipline Plan at new employee orientation. All other employees shall be provided information on a regular basis regarding this policy, the Student Conduct and Discipline Plan, and the School's commitment to a safe and orderly school environment.

19.2 Employees who have specific responsibilities for investigating, addressing, and resolving issues addressed in the policy shall receive annual training on this policy and related legal developments.



19.3 The Principal of the school shall be responsible for informing students, parents, and staff of the terms of this policy and the Student Conduct and Discipline Plan, including the procedures outlined for investigation and resolution of violations.

20. POLICY AND PLAN DISSEMINATION AND REVIEW

20.1 The school shall compile an annual report of all out-of-school suspensions and expulsions and submit it to the Board. For each suspension or expulsion, the report shall indicate the student's race, gender, disability status, and age/grade, as well as the reason for the discipline, the length of the discipline, and a statement as to whether the student was referred to the Board.

20.2 A summary of this policy and the Student Conduct and Discipline Plan shall be posted in a prominent place in the School, and the policy and plan will be posted on the school's website. The policy or a summary of the policy and the plan or summary of the plan shall also be published in student registration materials, student and employee handbooks, and other appropriate school publications as directed by the Board.

20.3 This policy and the plan shall be reviewed as necessary with appropriate revisions recommended to the Board.



Student Data Collection Notice

Quest Academy (the “School”) collects student data for two main purposes: to comply with law and to improve students’ educational experience. Student data enables the School to participate in education programs and to qualify for education funds. Student data also helps the School to better plan and personalize classroom instruction, increase student and teacher performance, and make informed decisions.

Student data collected by the School includes data defined as necessary student data, optional student data, and personally identifiable student data (PII) in Utah Code § 53E-9-301. The School collects student data primarily through registration, but it also collects additional student data during the school year. The necessary, optional, and PII data collected by the School is listed in its Data Governance Plan, which is published on the School’s website. The School does not collect student social security numbers or, except as required in Utah Code § 78A-6-112, criminal records.

The School strives to not share PII unless the sharing is in accordance with Utah’s student privacy and data protection laws and the Family Educational Rights and Privacy Act (“FERPA”). Except as allowed by law, the School will not share PII externally without written consent. Some examples of where the School is allowed by law to share PII without written consent include sharing such data with an authorized caseworker or other representative of the Department of Human Services, in response to a valid subpoena, or to persons or entities qualifying as school officials under FERPA.

The School takes many measures to protect student data. Student data stored digitally is stored on computers and systems that are secured, maintained, and supported by qualified IT service providers. Confidential PII in print form is stored in secured, locked areas in the School.

A student’s rights under Utah Code § 53E-9-301 through 310 include:

- Each student owns his or her PII. A student and his or her parent must be allowed to access such student data maintained by the School;
- A student’s parent or guardian, or an adult student, has the right to be notified by the School if a significant data breach occurs at the School;
- A prior student or parent of a prior student is entitled to have the prior student’s student data that is stored by the School expunged in accordance with State Board of Education rules; and
- A student is entitled to receive a student data collection notice from the School prior to the School collecting necessary or optional student data of the student.

The collection, use, and sharing of student data has both benefits and risks. Parents and students should learn about these benefits and risks and make choices regarding student data accordingly.



Consent Form – Applicable to Students in Grades 9-12

The School requests written consent to share with the State Board of Regents the following student data of students in grades 9-12:

- Name
- Parent name;
- Grade;
- School; and
- Contact information (primary phone number, email address, and physical address).

This student data would be used by the State Board of Regents strictly for the purpose of providing information and resources about higher education to students in grades 9-12 and to help such students enter the higher education system and remain until graduation.

Please check all that apply and return this form to the School:

I am the parent/guardian of a student in grade 9-12. My student's name is _____.

–or–

I am a student in grade 9-12 and am 18 years of age or older. My name is _____.

–AND–

I do not consent to the School sharing my student's (or my) data described above with the State Board of Regents.

–or–

I consent to the School sharing my student's (or my) data described above with the State Board of Regents for the purposes described above.

Printed Name _____

Signature _____

QA Student Data Collection Notice
Last Updated: 10-02-18



Student Data Disclosure Statement

Quest Academy (the “School”) collects student data for two main purposes: to comply with state or federal law and to improve students’ educational experience. Student data enables the School to participate in state and federal education programs and to qualify for state and federal education funds. Student data also helps the School to better plan and personalize classroom instruction, increase student and teacher performance, and make informed decisions.

Student data collected by the School includes data defined as “necessary student data” and “optional student data” in Utah Code Ann. § 53A-1-1402(17)-(18). The School collects student data primarily through registration, but it also collects additional student data during the school year. The necessary and optional student data collected by the School is listed in the School’s Data Governance Plan, which is (or will soon be) available on the School’s website. The School does not collect a student’s social security number or, except as required in Utah Code Ann. § 78A-6-112, criminal record.

The School strives to not share a student’s personally identifiable student data unless the sharing is in accordance with the Utah Student Data Protection Act, Utah Family Educational Rights and Privacy Act, and the federal Family Educational Rights and Privacy Act. Except as allowed by law, the School will not share, externally, personally identifiable student data from a cumulative record without a data authorization. Examples of where the law allows the School to share personally identifiable student data without a data authorization include sharing such data with a school official, an authorized caseworker or other representative of the Department of Human Services, or a person to whom the School has outsourced certain services or functions that School employees would typically perform. Student data collected by the School and shared with outside parties is set forth in the School’s Metadata Dictionary, which is (or will soon be) available on the School’s website.

The School takes many measures to protect its student data. Student data stored digitally by the School is stored on computers and systems that are secured, maintained, and supported by qualified IT service providers. Confidential personally identifiable student data in print form is stored in secured, locked areas in the School.

A student’s rights under Utah’s Student Data Protection Act include:

- Each student owns his or her personally identifiable student data and may download, export, transfer, save, or maintain their student data, including a document;
- A student’s parent or guardian, or an adult student, has the right to be notified by the School if there is a release of the student’s personally identifiable student data due to a security breach;
- Except where otherwise provided by law, a student is entitled to have his or her student data expunged by the School if the student is at least 23 years old and requests that the School expunge his or her student data; and
- A student is entitled to receive a student data disclosure statement from the School.



The collection, use, and sharing of student data has both benefits and risks. Parents and students should learn about these benefits and risks and make choices regarding student data accordingly.

QA Student Data Disclosure Statement
Last Updated: 8-28-17



Quest Academy Student Data Privacy & Security Policy

Quest Academy (the “School”) is responsible for protecting the privacy of student data and ensuring data security. The purpose of this policy is to describe how the School will perform this responsibility in compliance with state and federal law.

POLICY

The School will comply with state and federal laws regarding student data privacy and security, including but not limited to the Chapter 9 of Title 53E of the Utah Code, Utah Administrative Code Rule R277-487, and the Family Educational Rights and Privacy Act.

Utah Code Ann. § 53E-9-301 *et seq.* requires the School to, among other things:

- (1) Adopt policies to protect student data;
- (2) Designate a student data manager;
- (3) Create, maintain, and publish a data governance plan;
- (4) Create, maintain, and publish a metadata dictionary;
- (5) Establish an external research review process for a request for data for the purpose of external research or evaluation;
- (6) Distribute and publish a student data collection notice; and
- (7) Require third-party contractors that receive student data from the School to enter into a contract with the School concerning, among other things, the third-party contractor’s collection, use, storage, and sharing of the student data.

Student Data Manager

The School hereby designates the Principal as the School’s Student Data Manager. The Principal shall fulfill the responsibilities of a student data manager described in Utah Code Ann. § 53E-9-308 and rules adopted by the Utah State Board of Education. When appropriate, the Principal may delegate such responsibilities to another individual.

Data Governance Plan

The Principal shall establish an administrative Data Governance Plan that complies with the requirements of Utah Code Ann. § 53E-9-301 *et seq.* and rules adopted by the Utah State Board of Education. The Data Governance Plan shall encompass the full life cycle of student data, from acquisition, to use, to disposal, and shall, among other things:

- (1) Incorporate reasonable data industry best practices to maintain and protect student data and other education-related data;
- (2) Describe the role, responsibility, and authority of the School’s data and security managers, employees and volunteers, educators, and other parties;
- (3) Provide for necessary technical assistance, training, support, and auditing;



- (4) Describe the process the School will follow in connection with sharing student data with third-parties, including appropriate third-party contractors;
- (5) Describe the School's data expungement process, including how to respond to requests that data be expunged;
- (6) Include the School's external research review process for a request for data for the purpose of external research or evaluation; and
- (7) Describe actions the School will take to prevent data breaches as well as the response process the School will follow in the event of a data breach.

The Data Governance Plan shall work in conjunction with this policy, the School's metadata dictionary, and any other School policy or administrative procedure or plan concerning student data privacy and security.

The Data Governance Plan shall be published as required by Utah law and rules adopted by the Utah State Board of Education.

Metadata Dictionary

The Principal shall ensure that the School creates, maintains, and publishes a metadata dictionary in accordance with Utah Code Ann. § 53E-9-301 *et seq.* and rules adopted by the Utah State Board of Education.

Training

On an annual basis, the School shall provide appropriate student data privacy training to its employees, aides, and volunteers who are authorized by the School to have access to education records as defined in the Family Educational Rights and Privacy Act.



Quest Academy Student Education Plan Policy

POLICY

Quest Academy (the “School”) understands the importance of personal education planning for each of its students. Personal education planning is a cooperative effort involving students, parents/guardians, and educators. It focuses on the individual needs of the student and is essential at the elementary and secondary school level.

The School shall implement an individual learning plan (also known as an SEP) for its K-6 students and a plan for college and career readiness (also known as an SEOP) for its students in grades 7-9 in accordance with Utah law.

The School’s Principal shall establish administrative procedures to help the School implement individual learning plans and plans for college and career readiness consistent with Utah Code § 53E-2-304(2)(b) and, if the School receives Comprehensive Counseling and Guidance Program funds, Utah Administrative Code Rule R277-462.



Student Education Plan *Administrative Procedures*

These procedures are established in accordance with the Student Education Plan Policy adopted by the School's Board of Directors.

1. Individual Learning Plans

- (a) The School shall develop and maintain an individual learning plan (also known as an SEP) for each of its K-6 students. Individual learning plans shall be developed at individual learning plan conferences. The School shall do the following with respect to individual learning plan conferences:
 - (i) Hold the conferences at least two times each school year as part of parent-teacher conferences;
 - (ii) Encourage students and their parents or guardians to attend each conference at the scheduled time and place;
 - (iii) Upon request, provide reasonable accommodations in connection with each conference; and
 - (iv) Provide parents or guardians with written information discussed at each conference and place a copy of the written information in the student's file that moves from grade to grade and school to school with the student.

- (b) School personnel shall do at least the following at individual learning plan conferences:
 - (i) Celebrate the student's strengths and accomplishments;
 - (ii) Share data about the student's progress and discuss areas where the student's performance could improve;
 - (iii) Discuss the student's goals for improvement;
 - (iv) Develop a plan with the student's parents or guardians to support the student in the completion of the student's goals for improvement; and
 - (v) Where appropriate or upon request, consult briefly with the student's parents or guardians outside the presence of the student.

2. Plans for College and Career Readiness

- (a) The School shall develop and maintain a plan for college and career readiness (also known as an SEOP) for each of its students in grades 7-9. The purpose of such plans is to support the educational and occupational preparation of the students. A student's plan for college and career readiness shall:
 - (i) Be initiated at the beginning of the student's 7th grade year;
 - (ii) Be in writing;



- (iii) Be cooperatively developed by the student, the student's parent or guardian, and School personnel (such as School counselors, teachers, or administrators) during the first two years in which the student is enrolled in grades 7-9 at the School;
 - (iv) Identify the student's skills, objectives, and goals;
 - (v) Identify applicable graduation requirements;
 - (vi) Map out a strategy to guide a student's course selection; and
 - (vii) Link the student to post-secondary options, including higher education and careers.
- (b) Plans for college and career readiness shall be developed at individual and group conferences. The School shall invite parents or guardians to attend and participate in individual conferences and, where appropriate, group conferences. Upon request, the School shall provide reasonable accommodations in connection with the conferences. The School shall hold conferences as follows:
- (i) For students in 7th grade, hold at least one group conference or one individual conference during the school year; and
 - (ii) For students in grades 8-9, hold at least one group conference and one individual conference during the two school years.
- (c) At the individual and/or group conferences, School personnel shall plan, monitor, and help manage the student's education and career development by doing at least the following:
- (i) Include and engage the student's parents or guardians, where possible;
 - (ii) Celebrate the student's strengths and accomplishments;
 - (iii) Review the student's courses, future course options, and progress toward meeting Utah's student achievement standards and applicable graduation requirements;
 - (iv) Review the student's objectives and goals and discuss areas where the student could improve; and
 - (v) Discuss and evaluate the student's post-secondary higher education and career options.
- (d) In the event the School receives Comprehensive Counseling and Guidance funds, the School shall comply with R277-462 with respect to plans for college and career readiness. This includes, but is not limited to, ensuring parents or guardians sign their student's plan; having students prepare a four year plan at the beginning of their 7th grade year and having the plan updated annually; the School maintaining students' plans; having students' course registration and class changes be consistent with their plans; and the School holding individual and group conferences as outlined in the rule.



Quest Academy Student Transportation Policy

PURPOSE

The purpose of this policy is to address how student transportation is handled at Quest Academy (the “School”). It is also to establish rules and requirements related to student transportation to help ensure student safety.

The School intends for this policy to satisfy the policy requirements of Utah Administrative Code Rule R277-601.

POLICY

No School Buses

The state does not provide the School (or any other Utah charter school) with any state transportation funding. As a result of this, and as a result of having a student population that often resides throughout multiple cities and/or counties in the state, the School does not own or operate school buses and does not provide transportation for students to or from School, except where required by law. Parents or guardians are responsible for the transportation of their students to and from the School each day.

Student Transportation for School Activities

The School may provide transportation for students in charter buses or through public transportation in connection with field trips, extracurricular activities, or other School-sponsored activities. Any charter bus company selected by the School to transport students shall meet or exceed industry safety requirements and provide reliable and professional transportation services.

The School shall inform parents and guardians when it intends to provide student transportation in connection with School activities and shall give parents the opportunity to consent to such transportation. A student’s parent or guardian must provide consent in order for their student to be transported to and/or from School activities as described in this section.

Charter bus operators and, to the extent practicable, other vehicle drivers approved by the School to transport students to and/or from School activities, shall adhere to the applicable standards in R277-601-3. The School shall enforce the applicable standards as required by the rule.



Quest Academy

Supervision of Students at School-Sponsored Activities Policy

PURPOSE

The purpose of this policy is to outline the supervisory responsibilities of Quest Academy (the “School”) coaches and other designated School leaders (e.g., advisors, assistants, activity leaders, etc.) in connection with School-sponsored activities. Another purpose is to provide standards of behavior and conduct that such School coaches and designated leaders must follow.

POLICY

The School, School coaches, and other designated School leaders shall comply with Utah Administrative Code Rule R277-605.

Supervision of Students

School coaches and other designated School leaders shall diligently supervise the students under their care or control at all times while on School-sponsored activities, including but not limited to supervising such students:

- (a) on the field or court, or at other competition or performance or activity sites;
- (b) in locker rooms (as appropriate), seating areas, eating establishments, and lodging facilities; and
- (c) while traveling.

School coaches and other designated School leaders are responsible for a student who is under their care or control for as long as a student remains on School grounds following a School-sponsored activity, subject to the following:

- (a) After a School-sponsored activity on School grounds is over, parents/guardians are responsible to pick up their child promptly after the activity or make arrangements for someone else to pick up their child promptly after the activity; and
- (b) If a child has not been picked up within [15] minutes of the School-sponsored activity ending, School coaches or other designated School leaders will contact the student’s parent/guardian by telephone. If the student’s parent/guardian cannot be reached by telephone, School coaches or other designated School leaders will contact, by telephone, the emergency contact(s), if any, designated by the student’s parents/guardians. If neither the parent/guardian nor an emergency contact can be reached or are able to pick up the student in a timely manner, School coaches or other designated School leaders may contact the police or the Division of Child and Family Services (DCFS) to report the situation.



If parents/guardians experience an emergency that causes them to run late or to be unable to have their child picked up within [15] minutes of a School-sponsored activity ending, they should notify the School coach or other designated School leader as soon as possible.

Behavior and Conduct

School coaches and other designated School leaders shall be exemplary role models to students and shall not use alcoholic beverages, tobacco, controlled substances, or participate in promiscuous sexual relationships while on School-sponsored activities. School coaches and other designated School leaders shall act in a manner consistent with Utah Code § 53G-8-209 and shall not:

- (a) use foul, abusive, or profane language while engaged in School-related activities;
or
- (b) permit hazing, demeaning, or assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order Utah law.

School coaches and other designated School leaders shall abide by the rules pertaining to athletic and activity clinics set forth in R277-605-5. School coaches shall satisfy all of the training requirements listed in R277-605-6, and the School shall maintain verification of the coaches' compliance with the training requirements.

QA Supervision of Students and School-Sponsored Activities Policy
Board Approval Date: 03-14-23



Quest Academy Time & Effort Documentation Policy



PURPOSE

Because Quest Academy (the “School”) receives restricted funds, the School is obligated to properly spend and account for the expenditures of such funds. The School adopts this policy in order to ensure that charges to federal awards or other state restricted programs, as required, for salaries and wages are based on records that accurately reflect the work performed.

DEFINITIONS

“Accurate” means that salaries and wages are based on records that provide an actual representation of the work performed.

“Allocable” means, in accordance with 2 CFR § 200.405, a cost is allocable to a Federal award or other cost objective if the cost is assignable to that Federal award or other cost objective in accordance with the relative benefits received.

“Allowable” means that a cost meets the criteria (factors affecting allowability of costs) outlined in 2 CFR § 200.403, unless otherwise authorized by statute.

“Internal Control” means, as described in 2 CFR § 200.1, processes designed and implemented by a non-federal entity to provide reasonable assurance regarding the achievement of objectives in the following categories:

- a. Effectiveness and efficiency of operations;
- b. Reliability of reporting for internal and external use; and
- c. Compliance with applicable laws and regulations.

“Cost Objective” means, as described in 2 CFR § 200.1, a program, function, activity, award, organizational subdivision, contract, or work unit for which cost data are desired and for which provision is made to accumulate and measure the cost of processes, products, jobs, and capital projects (*i.e.*, implementation of program accounting).

POLICY

Time and Effort Standards

The School shall recognize and follow the *Uniform Administrative Requirements pertaining to the Standards for Documentation of Personnel Expenses* as contained in 2 CFR § 200.430(g). Accordingly, all School employees who are paid in full or in part with federal funds shall keep specific documents to demonstrate the amount of time they spent working on the federal program (2 CFR § 200.430(g)(1)). In addition, all School employees who are paid with state and local funds, but whose salaries and wages are used for cost sharing or matching in a federal program, shall also



keep time and effort documentation (2 CFR § 200.430(g)(4)). Moreover, all School employees who are paid in full or in part with state restricted funds shall keep specific documents to demonstrate the amount of time they spent working on the state restricted program.

Charges to restricted funds for salaries and wages must be based on records that accurately reflect the work performed. In accordance with 2 CFR § 200.430(g)(1), these records must:

1. Be supported by a system of **internal control** that provides reasonable assurance that charges are **accurate, allowable, and allocable**.
2. Be incorporated into the School's official records.
3. Reasonably reflect the total activity for which the employee is compensated by the School, not exceeding 100% of the compensated activities.
4. Encompass federally-assisted and all other activities compensated by the School on an integrated basis.
5. Comply with the established accounting policies and practices of the School.
6. Support the distribution of the employee's salary or wages among specific activities or **cost objectives**.

Semi-Annual Certifications and Personnel Activity Reports

To meet the above requirements, all School employees who are required to keep time and effort documentation must submit either a Semi-Annual Certification or a Personnel Activity Report ("PAR") as described below. Whether an employee must submit a Semi-Annual Certification or a PAR depends on the number of cost objectives that an employee works on.

The School's administration shall ensure that employees who work solely on a single cost objective complete a Semi-Annual Certification consistent with 2 C.F.R. § 200.430 and applicable state law and rule.

The School's administration shall ensure that employees who work on multiple cost objectives document their time and effort on a PAR consistent with 2 C.F.R. § 200.430 and applicable state law and rule.

PROCEDURES

The School's administration shall adopt additional administrative procedures to ensure compliance with this policy and applicable law.





QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Time & Effort Documentation Administrative Procedures

These procedures are established in accordance with the Time & Effort Documentation Policy adopted by the School's Board of Directors.

1. All employees paid in whole or in part with federal funds, employees whose salaries are used to meet a matching/cost sharing requirement, and employees who are paid in whole or in part with state restricted funds are required to provide time and effort documentation that accurately and reasonably represents the work that has been performed during the period being reported on.
 - a. **Semi-Annual Certification** – This certification must be submitted by/for employees who work solely on a single cost objective during the six-month period being reported on.
 - i. Semi-Annual Certifications must:
 1. Be completed at least twice a year. For example, they could be submitted for the periods July 1 through December 31, and January 1 through June 30;
 2. Be submitted after the last day of the period being reported (*i.e.*, after the fact – the certification must reflect an after-the-fact distribution of the actual activity);
 3. Account for the total activity for which the employee is compensated;
 4. Be signed by the employee or a supervisor with direct knowledge of the work performed; and
 5. Be submitted on an approved form.
 - ii. Semi-Annual Certification forms will include the following:
 1. Name and title of the employee;
 2. Name and title of the employee's supervisor;
 3. Name of the cost objective the employee worked on;
 4. Period being reported on;
 5. A certification statement certifying the employee has spent 100% of their time on the stated cost objective;
 6. Whether time, effort, and salary are being used for cost sharing or matching purposes, and if so, for which program(s);
 7. Signature of the employee or the employee's supervisor who has direct knowledge of the work performed; and



8. Date Signed by the employee or the employee's supervisor (Note: Cannot be dated prior to the end of the period covered by the certification).
- b. **Personnel Activity Report (PAR)** – This report must be submitted by/for employees who work on multiple cost objectives. PARs must support the distribution of employees' salaries and wages that meet the standards outlined below.
- i. A PAR must:
 1. Provide a written record of the employee's work activities used to document that employee's time to a cost objective;
 2. Be completed at least monthly and be supported by the employee's work activities (should be submitted after the last day of the month being reported on, that is, after the fact – the PAR must reflect an after-the-fact distribution of the actual activity, not a budget estimate);
 3. Account for the total work activity for which the employee is compensated;
 4. Coincide with one or more pay periods;
 5. Be signed by the employee; and
 6. Be submitted on an approved form.
 - ii. PAR forms will include the following:
 1. Name and title of the employee;
 2. Name and title of the employee's supervisor;
 3. Name of the cost objectives the employee worked on;
 4. Period being reported on (*e.g.*, January 1 through January 31);
 5. A certification statement stating that the distribution of the employee's time is an accurate representation of the work performed;
 6. Whether time, effort, and salary are being used for cost sharing or matching purposes, and if so, for which cost objective;
 7. Distribution of time (by percentage, *e.g.*, 70% Title I, 30% Special Education) by account, function, program, location;
 8. Time being reported must represent but cannot exceed 100%;
 9. Signature of the employee;
 10. Date signed by the employee (Note: Cannot be dated prior to the end of the period covered by the PAR); and
 11. Sick time, vacation time, etc. (if applicable) must be coded proportionally to the different programs.
2. Payroll records must reconcile with the time and effort documentation.
 3. A reconciliation of payroll records and time and effort documents will be done on a regular basis. Adjustments will be made and discussed, as necessary.
 4. If an employee's salary is being used for cost sharing/matching purposes, then this needs to be identified on the employee's time and effort form. Once a salary has been used for matching purposes or a portion of the salary, then the salary, or portion thereof, that has been used may not be used as matching/cost sharing funds for another program.



5. If assignments change, it is the School's responsibility to inform the School's accounting and payroll staff so that payroll records, budgets, etc. can be updated.
6. Upon termination of employment, an employee must submit their final time and effort documentation prior to receiving their final payment.
7. Time and effort procedures will be periodically reviewed by School administration and the accounting and payroll staff. Updates due to changes in rules or regulations will be made in a timely manner, as necessary.
8. Employees will receive appropriate training on time and effort documentation, as necessary.
9. The School will keep a copy of all time and effort documentation (Semi-Annual Certifications, PARs, payroll reports, etc.) in accordance with the School's record retention practices or 3 years from the date of submission, whichever is greater, as required by 2 CFR § 200.334.
10. The signatures required herein may be either handwritten or electronic signatures.



Quest Academy
Toilet Training Policy
Approved: 08.12.2025

PURPOSE

The purpose of this policy is to establish the toilet training requirements for students at Quest Academy (the “School”).

DEFINITIONS

“Toilet trained” means that a student can:

- (a) communicate the need to use the bathroom to an adult;
- (b) sit down on a toilet;
- (c) use the toilet without assistance;
- (d) undress and dress as necessary; and
- (e) tend to personal hygienic needs after toileting.

If an accident occurs, a “toilet trained” child can independently tend to hygienic needs and change clothes.

A student is not “toilet trained” if the student does not meet the criteria above or has accidents with sufficient frequency to impact the educational experience of the student or the student’s peers, as determined by the School.

POLICY

General Rule

As required by Utah Code § 53G-7-203 and R277-631, the School shall not enroll a student unless the student is toilet trained.

Exceptions

The School may enroll a student who is not able to be toilet trained because of a suspected disability that:

- (a) is subject to federal child find requirements; or
- (b) is described in an IEP or Section 504 plan.

Assurance

The School shall, as part of its enrollment process, require the parent of an incoming student to complete an assurance as to whether the student is toilet trained.



Administrative Procedures

The Principal shall establish administrative procedures regarding steps that School shall take in the event a student is not toilet trained.





QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Toilet Training Administrative Procedures

These procedures are established in accordance with the Toilet Training Policy established by the School's Board of Directors.

Students Who are not Toilet Trained

In the event a student seeking to enroll in the School is not toilet trained, or if a student who is already enrolled in the School is found to not be toilet trained, the School shall:

- (a) consider whether the student's lack of toilet toileting may be a sign of a disability that could impact the student's education, including by conducting an initial evaluation consistent with the School's child find obligations, if appropriate; and
- (b) determine whether the student is not able to be toilet trained because of a disability that is described in the student's IEP or Section 504 plan.

The School may, consistent with its lottery and enrollment policies, enroll a new student or maintain the enrollment of an existing student who is found to not be toilet trained if the School determines that the student is not able to be toilet trained because of a suspected disability that is subject to federal child find requirements or that is described in an IEP or Section 504 plan.

However, if the School determines that neither of these exceptions apply with respect to the student, the School shall:

- (a) in the case of a student seeking to enroll in the School, not enroll the student in the School; and
- (b) in the case of a student who is already enrolled in the School, unenroll the student from the School.



Quest Academy Travel/Per Diem Policy



PURPOSE

The purpose of this policy is to establish procedures for authorization of, and payment for, travel by employees or Board members of Quest Academy (the “School”) who may be required to travel in fulfilling their official duties or in attending seminars, conferences, conventions, or other professional or educational events or meetings benefiting the School (“School-related business”).

POLICY

1. This policy applies to all approved travel by employees and Board members on School-related business. For purposes of this policy, School-related business does not include an employee’s regular daily travel to and from work or a Board member’s travel to and from a regular Board meeting.
2. Travel for School-related business by employees must be approved in advance by the Principal in order for the School to pay for the travel expenses as set forth in this policy. Travel for School-related business by the Principal or a Board member must be communicated to the Board in advance of the travel, where possible. Payment for all travel-related expenses is subject to, and must be approved in accordance with, the School’s Purchasing & Disbursement Policy.
3. Employees must submit their travel requests to the Principal, and the Principal and Board members must communicate their travel requests to the Board, at least three (3) weeks prior to departure date and prior to making or paying for any travel arrangements, where possible. Such travel requests submitted to the Principal and communications to the Board must explain the purpose of the travel and, where applicable, include the nature of the School-related business, proposed lodging accommodations, and approximate airfare or mileage, as applicable.
4. Per diem for meals and incidental expenses shall be paid for all approved travel events that are more than 100 miles from the School. The School shall pay per diem for meals and incidental expenses in accordance with the federal per diem meals and incidental expenses rates established by the U.S. General Services Administration (“GSA”). Where possible, the per diem shall be paid to the traveler by check no fewer than 48 hours prior to departure date.
5. Reasonable and necessary flight reservations for approved travel events shall:
 - a. Be personally made and paid for by the traveler and then reimbursed by the School based on receipts submitted by the traveler for such expenses. The traveler must provide receipts for all flight reservations for which reimbursement is sought; or
 - b. Be made and paid for by the School.



Absent extraordinary circumstances, first class flight reservations are not considered reasonable and necessary under this policy.

6. Reasonable and necessary ground transfer expenses (e.g., taxi, public transportation, ride share, parking, etc.) for approved travel events shall be personally paid for by the traveler and then reimbursed by the School based on receipts submitted by the traveler for such expenses. The traveler must provide receipts for all ground transfer expenses for which reimbursement is sought.
7. Reasonable and necessary mileage incurred by the traveler for approved travel events shall be reimbursed by the School at the standard IRS mileage reimbursement rates in effect at the time.
8. Reasonable and necessary lodging accommodations for approved travel events shall be made and paid for by the School in accordance with the daily lodging rates established by the GSA. However, under extenuating circumstances and only after receiving approval from the Principal or the Board, travelers may personally make and pay for reasonable and necessary lodging accommodations for approved travel events. A traveler in this situation shall be reimbursed by the School based on receipts submitted by the traveler for such expenses. Such reimbursements by the School shall not exceed the lodging rates established by the GSA plus any associated required taxes and fees for the lodging.
9. Lodging accommodations shall be approved for the number of days an approved travel event is in session, less one. However, this is subject to the following exceptions:
 - a. One additional night of lodging accommodations shall be approved when an additional travel day is required prior to an approved travel event;
 - b. A second additional night of lodging accommodations shall be approved when an additional travel day is required after the approved travel event concludes; and
 - c. Other additional nights of lodging accommodations shall be allowed only when approved in advance of the approved travel event by the Principal or the Board President, as applicable.
10. School employees who have been issued a School credit card may use their School credit card to pay for approved flight reservations, ground transfer expenses, and lodging accommodations in accordance with this policy only after receiving approval from the Principal. Such School employees may also use their School credit card to pay for other reasonable travel-related expenses only after receiving approval from the Principal. The Principal may also use his/her School credit card to pay for the same travel expenses listed above in this paragraph in accordance with the School's Purchasing & Disbursement Policy. However, School credit cards shall not be used for per diem for meals and incidental expenses, as per diem will be paid to travelers by check in advance of approved travel as explained earlier in this policy.
11. School employees and Board members shall submit an expense report related to an approved travel event to the Principal within sixty (60) days from the end of the trip.



12. The School shall not fund travel expenses that are unrelated to the approved travel purpose. Similarly, the School shall not reimburse travelers for travel expenses that are unrelated to the approved travel purpose or which are determined by the School to be excessive.
13. Either the Principal or the Board may authorize individual exceptions to this policy if they, in their sole discretion, feel an exception is appropriate under the circumstances.



Quest Academy Truancy Intervention Policy

PURPOSE

The process of education requires continuity of instruction, class participation and study. Frequent absences from classes disrupt the instructional process. Success in school is dependent upon good attendance and school attendance is the responsibility of a parent or legal guardian. Therefore, schools shall make every effort to encourage regular attendance for all students and to help parents in their responsibility to have their children attend school.

POLICY

- **Truancy Intervention Programs**

The Quest Academy Truancy Intervention Program has been established to encourage good attendance and to facilitate the processing of chronically truant students through the juvenile court consistent with Utah State laws. Those efforts shall include documented earnest and persistent efforts to resolve a student's attendance problems as follows:

- **Procedures Dealing with the Designation of Habitual Truant Status.**
 - A. Prior to or no later than school registration, the parent(s) of all students in grades 1-12, as applicable, shall be provided written notice from Quest Academy informing them of Compulsory Education attendance laws and encouraging parental cooperation.
 - A student registering in Quest Academy during the school year shall be provided written notice explaining Quest Academy's compulsory education policy.
 - B. Following two unexcused absences in a six week period, the individual designated by Quest Academy shall counsel the parent(s)/student as to the importance of school attendance and the legal implications of truancy.
 - C. Following four additional unexcused or six excused absences in a subsequent six week period, the individual designated by Quest shall contact the parent(s) and arrange for a meeting at the school or elsewhere to discuss the student's attendance problem.
 - D. Following the seventh the excused absence within a total 12 week period, a certified letter shall be sent from Quest requesting again the support of the parent(s) in



resolving the attendance problems and outlining the requirements of Section 53A-11-103.

- E. Quest shall continue to monitor school attendance following the first truancy citation. If appropriate, the student's curriculum or schedule may be adjusted.
- F. If there is an eighth unexcused absence within a total 14 week period, a second truancy citation shall be issued. Following the second truancy citation, prior to referral to court, in a final attempt to prevent habitual truancy, Quest shall schedule a pre-court hearing meeting with the second truancy citation for the parent and student. At the meeting, Quest personnel shall present final alternatives to court referral.
- G. Following the ninth unexcused absence, a third truancy citation shall be issued and the parent/student shall be notified that the student is a habitual truant. Referral to the County Attorney or Juvenile Court consistent with Section 53A11-104(6) shall be made by the individual designated by Quest.
- H. Quest may work with appropriate courts and personnel to develop procedures to track students and encourage school attendance.
- I. If students with disabilities under the Individuals with Disabilities Education Act (IDEA) or students protected under Section 504/ADA of the Rehabilitation Act have excessive absences and fall within the criteria of this rule, the student's IEP team (IDEA) or school team (Section 504) shall ensure that the procedures of this rule apply consistent with state and federal law and regulations.
- J. The parent shall have the right to appeal a truancy citation consistent with Quest policy and time limits established by Quest policy and legal due process.

Documentation and Variances.

- A. When a student is referred by Quest to court as a habitual truant based on the foregoing procedures, Quest shall make a recommended disposition to the court which shall include:
 - 1) documentation of attendance and academic achievement;
 - 2) documentation of Quest's efforts to improve attendance;
 - 3) copies of truancy citations, including all mailing certificates; and
 - 4) student background as requested by the prosecuting agency.
- B. Copies of truancy citations shall be retained in the student's permanent record.

Truancy Citations



Earnest and persistent efforts to resolve student attendance problems may include the issuance of a truancy citation which requires:

Consultation with a parent/guardian to determine if mitigating circumstances such as medical or psychological problems indicate the use of intervention methods other than assessing fees for resolving the attendance problems.

- Notification of the student and a parent/ guardian of the truancy fee schedule and action by the school should the student be truant in the future.
- Copies of truancy citations shall be retained in the student's permanent record.
- If a student enters or leaves the school, truancy citations issued may follow the student at the discretion of the receiving school.
- Truancy citation fees are not subject to fee waivers provisions because truancy citations are similar to repayment for destruction of school property. The school shall provide reasonable and specific options in lieu of payment for truancy citations.
- The parent shall have the right to appeal a truancy citation in writing to the principal within ten (10) days of being issued.
- Truancy Citation Uniform Fee Schedule

Level	Citation	Maximum Assessment Permitted
1	First	Warning
2	Second	\$10.00
3	Third	\$15.00
4	Fourth	\$20.00
5	Fifth or more	\$25.00

▪ **Minor Excused from School**

The Board may excuse a student from attendance if it has received sufficient evidence to support a finding by the Principal that the student is over the age of sixteen (16) and is unable to profit from attendance at school because of inability or a continuing negative attitude toward school regulations and discipline. When a minor is excused from attendance by the Board, a certificate shall be issued by the Principal or Director of Student Services stating that the minor is excused from school attendance for the period specified on the certificate.

▪ **Policy Dissemination and Review**

- A summary of this policy shall be posted in a prominent place in the school. A summary of the policy shall also be published in student registration materials, student employee handbooks, and other appropriate school publications as directed by the Quest Academy Board of Directors.

This policy will be reviewed on an as needed basis.



REFERENCES

Utah Code Ann. §53A-11-101 to 105 - Compulsory Education Requirements Utah Code Aim. H53A-11-901 to 907 - School Discipline and Conduct Plans Utah Administrative Rules R277-607 - Truancy Prevention

DEFINITIONS

"Absence" means a student's nonattendance at school for one school day or part of one school day.

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

"Excused absence" means a student's absence from school for a reason identified by the school or district as reasonable, such as: illness; medical appointments; family emergencies; death of family member or close friend; family activity or travel, consistent with district/school policy

"Habitual truant" means a school-aged minor who has received more than two truancy citations within one school year from the school in which the minor is or should be enrolled and eight absences without a legitimate or valid excuse or who, in defiance of efforts on the part of school authorities to resolve a student's attendance problem as required under Section 53A-11-103, refuses to regularly attend school or any scheduled period of the school day.

"Truant minor" is any school-age minor who is subject to the state's compulsory education law and who is absent from school without a legitimate or valid excuse.

"Unexcused absence" means a student's absence from school for reasons other than those authorized under this or an individual school's attendance policy.

A **"verified absence"** is not excused unless it fits with the school/district's definition of excused absence.



Quest Academy Tuition Reimbursement Policy

PURPOSE

Quest Academy (the “School”) believes that the School and its students benefit when employees develop and improve their knowledge and skills. Obtaining additional education can increase teaching abilities and professional competence. The School therefore desires to identify the conditions upon which the School is willing to reimburse School employees for tuition paid in order to obtain education that will improve their ability to serve the School and its students.

POLICY

The School may reimburse tuition for School employees if the following conditions are satisfied:

- (1) The employee has been employed by the School for at least one (1) year.
- (2) The tuition is for courses that are either (a) job related, meaning the course will result in increased knowledge and skill, is aimed primarily at improving the employee’s performance in his/her present job, or will enable the employee to remain current with changes or developments in their field or (b) an elective that is part of a degree program that is job related.
- (3) The courses are taken at (a) fully-accredited Utah colleges or universities; (b) a school providing training or instruction that is approved by the State Board of Education.
- (4) Courses may be for credit or not.
- (5) Except in unusual circumstances and as approved by the Principal, courses must be taken outside of regularly scheduled work hours.
- (6) Reimbursement will only be provided when the employee obtains approval from the Principal and enters into a written agreement in the form attached to this policy. Reimbursement will be at the sole discretion of the Principal. Priority will be given for reimbursement for courses and degrees pursued at the Principal’s request.
- (7) The amount of tuition reimbursed is at the sole discretion of the Principal but will not exceed the lesser of 75% of an employee’s tuition or a maximum of \$5,000 per employee, per degree.
- (8) Total tuition reimbursement payments from the annual School budget will not exceed \$20,000 per year. The Principal will work with employees to plan the timing of reimbursement payments in order to comply with this annual cap.



- (9) Reimbursement payments will not be made until the employee:
- (a) Provides evidence of completion of the course(s) with a passing mark of B or better.
 - (b) Provides an itemized receipt of the payment of tuition.
 - (c) Passes any applicable Praxis exam.
- (10) In consideration of the tuition reimbursement contemplated under this policy, the employee must agree to work at the School for a minimum term of three years from the date of the last tuition reimbursement payment to the employee. The terms of the employee’s employment with the School will be subject to any employment agreement between the employee and the School. Failure to complete three years of employment from the date of the last tuition reimbursement payment to the employee for any reason (including, but not limited to, to breach of contract under the employment agreement by the employee, or by the employee’s refusal, unwillingness, or inability to execute the employment agreement if offered, or to satisfactorily perform as required) will result in the employee being required to make tuition repayment to the School. This repayment of tuition by the employee to the School will be on a pro-rata basis. For example, but not by way of limitation: If the employee does not complete one year of service, all tuition monies received by the employee will be refunded to the School. If the employee completes one year but less than two years, two-thirds of all tuition monies received by the employee will be refunded to the School. If the employee completes two years but less than three years, one-third of all tuition monies received by the employee will be refunded to the School. Upon completion of three years of service, no refund shall be required.

TUITION REIMBURSEMENT AGREEMENT

This Tuition Reimbursement Agreement (the “**Agreement**”) is entered into this ____ day of _____, 20____, between **Quest Academy**, a Utah nonprofit corporation (the “**School**”), and _____, an individual (the “**Employee**”).

RECITALS

- A. The School operates a charter school in West Haven, Utah.
- B. The Employee is currently employed with the School.
- C. The Employee desires the School’s financial assistance to obtain additional education in order to improve the Employee’s skill and professional competence for the benefit of the School (the “**Coursework**”).
- D. The School desires to reimburse part of the Employee’s tuition and, in connection therewith, to provide an incentive for the Employee to continue to work at the School thereafter.



- E. The School and the Employee desire to enter into this Agreement in order to carry out that intent.

AGREEMENT

Now, therefore, in consideration of the foregoing and the mutual covenants and promises of the parties hereto, the School and the Employee agree as follows:

1. The Employee will satisfactorily complete the requirements associated with the Coursework.
2. Each course for which the Employee will seek reimbursement must be job related or a required course for a degree that is job related.
3. The School will reimburse the Employee's tuition for the Coursework in the amount of either (a) the lesser of 75% of the tuition for the Coursework or \$5,000 OR (b) a lesser amount as follows: _____

4. The School will provide reimbursement in accordance with the School's Tuition Reimbursement Policy when the Employee:
 - (a) Provides evidence of completion of the course with a passing mark of B or better.
 - (b) Provides an itemized receipt of the payment of tuition.
 - (c) Passes the _____ Praxis exam. [include this if applicable]
5. In consideration of the tuition reimbursement contemplated under this policy, Employee agrees to work at the School for a minimum term of three years from the date of the last tuition reimbursement payment to the employee under this Agreement. Terms of employment are subject to the annually executed Employment Agreement between the Employee and the School. Failure to complete three years of employment from the date of the last tuition reimbursement payment to the Employee for any reason (including, but not limited to, breach of contract under the Employment Agreement by Employee, or by Employee's refusal, unwillingness, or inability to execute the Employment Agreement if offered, or to satisfactorily perform as required) will result in Employee being required to make tuition repayment to the School as follows:
 - (a) Repayment of tuition by the Employee to the School will be on a pro-rata basis. For example, but not by way of limitation: If Employee does not complete one year of service, all tuition monies received by Employee will be refunded to the School. If Employee completes one year but less than two years, two-thirds of all tuition monies received by Employee will be



refunded to the School. If Employee completes two years but less than three years, one-third of all tuition monies received by Employee will be refunded to the School. Upon completion of three years of service, no refund shall be required.

- (b) Employee agrees that any amounts owed to the School under this provision may be deducted from Employee's final paycheck, except to the extent prohibited by federal or state minimum wage laws.
- (c) Any amount owed in excess of what is deducted from Employee's final paycheck must be paid to the School within twelve (12) months of the date Employee's employment with the School is terminated (voluntarily or involuntarily), at no interest.
- (d) If repayment within twelve (12) months would cause an undue hardship on Employee, then Employee may request an extended repayment plan from the Principal, and the Principal will negotiate such a repayment plan in good faith. Any extended repayment plan will be documented by a promissory note and will bear interest at a rate of seven percent (7%) per year. In the event the Principal and Employee are unable to agree on an extended repayment plan, any amount owed by the Employee in excess of what is deducted from Employee's final paycheck must be paid to the School as set forth in subsection (c) above.

- 6. The Employee acknowledges that this Agreement does not guarantee the Employee continued employment with the School.

The Parties have executed this Agreement as of the date first set forth above.

The School:

Principal

The Employee:

****PLEASE SEND ORIGINAL SIGNED AGREEMENT TO ACADEMICA WEST TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE AND FOR PAYMENT****



Quest Academy Wellness Policy

Preamble

Quest Academy (the “School”) is committed to the optimal development of every student. The School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, it needs to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. 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 do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines the School’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the School have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- The School engages in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the School in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all School students and staff. Specific measurable goals and outcomes are identified within each section below.



School Wellness Committee

Committee Role and Membership

The School will convene a wellness committee (the “Committee”) that meets at least once a year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this wellness policy (the “wellness policy”).

The Committee membership will represent all school levels and include, to the extent possible, but not be limited to stakeholders such as: parents and caregivers; representatives of the School nutrition program (e.g., School nutrition director); School administrators; School board members; and the general public. To the extent possible, the Committee will include representatives from each School campus building and reflect the diversity of the community.

Leadership

The Principal or designee(s) will convene the Committee and facilitate development of and updates to the wellness policy, and will ensure compliance with the policy.

The Principal will make available to the School community each Committee member’s name, contact information, and role on the Committee.

The Principal will designate a wellness policy coordinator who will ensure compliance with the policy.

Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The School will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the School campus(es), food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. The Wellness Committee will periodically assess the implementation of the policy, create an action plan that helps ensure implementation of the policy based on the results of that assessment, and generate an annual progress report.

This wellness policy and the progress reports will be provided on the School’s website.

Recordkeeping



The School will retain records to document compliance with the requirements of the wellness policy at the School's main office and/or on the School's central computer network. Documentation maintained in this location(s) will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the wellness policy; including an indication of who is involved in the update and methods the School uses to make stakeholders aware of their ability to participate on the Committee;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the wellness policy; and
- Documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made available to the public.

Annual Notification of Policy

The School will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The School will make this information available via the School website. The School will provide information about the school nutrition environment, such as minutes taken during Wellness Committee meetings. Annually, the School will also provide via the website of the name and contact information of the School personnel leading and coordinating the Committee, as well as information on how the public can get involved with the School wellness committee.

Triennial Progress Assessments

At least once every three years, the School will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the School is in compliance with the wellness policy;
- The extent to which the wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the School's wellness policy.

The Principal is responsible for managing the triennial assessment.

The Committee will monitor compliance with this wellness policy.

The School will notify households/families of the availability of the triennial progress report in community council meetings and by posting it on the school's website.

Revisions and Updating the Policy

The Committee will update or modify the wellness policy based on the results of the implementation assessments and triennial assessments and/or as School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be**



assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The School is committed to being responsive to community input, which begins with awareness of the wellness policy. The School will actively communicate ways in which representatives of Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means, including email or displaying notices on the School's website, as well as discussing the policy during Community Council.

The School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Nutrition

School Meals

The School is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

The School participates in USDA child nutrition programs, including the National School Lunch Program (NSLP). The School is committed to offering school meals through the NSLP program that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The School offers reimbursable school meals that meet USDA nutrition standards (<https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>.)
- Promote healthy food and beverage choices

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. The School will make drinking water available where school meals are served during mealtimes. Students will be allowed to bring and carry water bottles filled with only water with them throughout the school day.



Competitive Foods and Beverages

The School is committed to ensuring that all foods and beverages available to students on School property during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) during the school day, will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

These standards will apply in all locations and through all services where foods and beverages are sold during the school day, which may include, but are not limited to, a la carte options in cafeteria, vending machines, in-school fundraisers, School stores and snack or food carts. These standards do not apply in all locations and through all services where food and beverages are sold after the end of the school day.

Food Guidelines for Lessons and Celebrations

The purpose of these guidelines is to support the School’s wellness policy as it relates to food and beverages offered, but not sold on school property on the school day, specifically in the classroom. The Board wants to promote a healthy classroom environment for every student, with as few distractions as possible to the learning process. This will be supported in the following ways:

- a. Food will only be allowed in the classroom as part of a lesson plan and only at the approval of the Administration. (For example, a teacher may use an orange to teach fractions.)
 - ✓ Parents will be informed a week before any food to be consumed by students is used in a lesson.
 - ✓ The food activity will enhance the learning experience of the students and will be directly related to the unit of study.
- b. No soda will be provided or allowed to students at any time during school, including at lunch time.
- c. No birthday treats will be allowed to be brought in for distribution in class.
- d. Three class celebrations (Halloween, Winter & Valentines) will be allowed per year. These will include activities, games, and possibly treats (commercially prepared food).
 - ✓ The Administration, with each grade level team, will help plan guidelines for these class parties.
- e. Food provided at after-school functions will be under the direction of the Board and the Administration.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students



and staff will receive consistent nutrition messages throughout School buildings, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by School staff, teachers, parents, students and the community.

Nutrition Education

The primary purpose of nutritional education is to build knowledge and skills that will help children make healthy eating and physical activity choices now and throughout their lives. The School will seek to accomplish this by the following steps:

- Healthy eating habits will be taught and supported for students and staff by encouraging teachers, whenever possible, to use healthy nutrition facts in learning skills such as reading, writing and math.
- Food will not be allowed to be used as punishment or rewards; however, nutrition education will be provided and nutrition incentive program will be encouraged.
- Promote safety in and out of the home by partnering with local law enforcement and other public safety personnel.

Essential Topics in Health Education

Healthy eating and physical activity topics will be taught as outlined in Utah's health education common core curriculum (<http://www.uen.org/core/health/>).

Food and Beverage Marketing in the School

The School is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The School strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on School property that contains messages inconsistent with the health information the School is imparting through nutrition education and health promotion efforts. It is the intent of the School to protect and promote students' health by permitting advertising and marketing during the school day for only those foods and beverages that are permitted to be sold on the School campus(es) during the school day, consistent with the School's wellness policy.

Any foods and beverages marketed or promoted to students on School property during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Marketing of non-compliant foods and beverages is not permitted during the school day but may be present and is permitted after the end of the school day.

Food and beverage marketing is defined as advertising and other promotions. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:



- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on School equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, the School will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the School.
- Advertisements in School publications or School mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Physical Activity

The Board recognizes the importance of physical activity for student health and academic achievement. The Board encourages the director to implement programs to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the student's physical, mental, emotional and social well-being. The following goals are some of the ways that the School hopes to achieve this:

- Provide a wide variety of physical activities and introduce students to many different sports and ways of getting physically active. This may be done through physical education, assemblies, after school activities and in the classroom.
- Provide daily recess for all elementary students for at least 20 minutes per day and 90- 120 minutes of fitness education per week, schedule permitting.
- Use a variety of subjects and innovative lesson plans to increase physical movement in the classroom.
- When activities such as mandatory testing or inclement weather make it necessary for students to stay indoors for long periods of time, students will be given periodic breaks during which they are encouraged to participate in some activity or movement.
- Physical education activities should teach students cooperation and teamwork, good sportsmanship, positive self-image, and personal achievement.
- Appropriate alternative activities should be provided for students with physical disabilities.
- Exemptions from physical activities should be provided where appropriate for ill or injured students.
- Parent volunteers will be encouraged to form after-school sports teams or clubs for students.

Physical Education

The School will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and



will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The School will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Elementary students will receive physical education for at least 60-89 minutes per week throughout the school year.

Secondary students are required to take the equivalent of one academic year of physical education.

Recess (Elementary)

The School’s elementary campus(es) will offer at least **20 minutes of recess** on all days during the school year. If recess is offered before lunch, the campus(es) will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. In the event that the School must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines established by the administration that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The School offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The School will encourage students to be physically active before and after school.

Other Activities that Promote Student Wellness

Community Health Promotion and Family Engagement

Families will be informed and invited to participate in School-sponsored activities related to health promotion efforts. The School will use electronic mechanisms (e.g., email or displaying notices on the School’s website), as well as non-electronic mechanisms, (e.g., newsletters, presentations



to parents or sending information home to parents), to ensure that all families are actively notified of opportunities and invited to participate in School-sponsored activities (such as the annual 5K).

Staff Wellness and Health Promotion

The Committee will have staff members who focus on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

The School will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The School promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

