

# Quest Academy

## Board Meeting Agenda

### Date: September 23, 2025

Time: 6:00PM

Teleconference: <https://us02web.zoom.us/j/86483914538>



*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.*

## Agenda

### Board Priorities

State Accountability

Fiscally Sound

Personalized Learning/Individualized Learning

Brand Awareness

### CALL TO ORDER – Steve Reeve

### PUBLIC COMMENT

### CONSENT ITEMS

- August 12, 2025, Board Meeting & Closed Session Minutes

### REPORTS

- Administration
  - State of the School
- Financial Report

### VOTING & DISCUSSION ITEMS

- Approve LEA Licenses
- EISP Invoice
- Amended Child Abuse and Neglect Reporting Policy
- New Hotline Complaint Policy
- Amended Administration of Medication in School Policy

### CALENDARING

- Strategy Planning Session, Tuesday, November 18<sup>th</sup> at 6:00 PM.
- Next Board Meeting December 9, 2025, at 6:00 PM via Zoom.

### ADJOURN

In compliance with the Americans with Disabilities Act, persons needing accommodations for this meeting should call 801-444-9378 to make appropriate arrangements. One or more board members may participate electronically or telephonically pursuant to UCA 52-4-207.

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# Quest Academy

## Board Meeting Minutes

### Date: August 12, 2025

**In Attendance:** Steve Reeve, Brett Greenwell, Nicole Boucher, Brittney Hale

**Excused:** Shawn Miehlke

**Others in Attendance:** Dave Bullock, Angelee Spader, Casey Arrington, Ryan Smith, Caleb Crump, Nicole Jones, Hannah Jones, Stacee Phillips, Royce Van Tassel

**Location:** Quest Academy, 4862 West 4000 South, West Haven, UT 84401

*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.*

### Minutes

#### Board Priorities

State Accountability

Fiscally Sound

Personalized Learning/Individualized Learning

Brand Awareness

**CALL TO ORDER** – Steve Reeve called the meeting to order at 6:06 PM.

**CLOSED SESSION** - to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(I)(a).

*At 6:07 PM Brittney Hale made a motion to enter a closed session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(I)(a). Nicole Boucher seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brett Greenwell, Aye; Brittney Hale, Aye; Nicole Boucher, Aye.*

*At 6:52 PM Brett Greenwell made a motion to leave the closed session and enter the general meeting Nicole Boucher seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brett Greenwell, Aye; Brittney Hale, Aye; Nicole Boucher, Aye.*

## BOARD TRAINING

- Open and Public Meetings Act Training
- Governance vs. Management

Nicole Jones facilitated the trainings for the board. The board reviewed the training materials provided and discussed various aspects of the trainings.

## CONSENT ITEMS

- May 27, 2025, Board Meeting & Closed Session Minutes

*Nicole Boucher made a motion to approve the May 27, 2025, Board Meeting & Closed Session Minutes. Brittney Hale seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brett Greenwell, Aye; Brittney Hale, Aye; Nicole Boucher, Aye.*

## REPORTS

- Administration

Dave Bullock said that it is the first week back for Quest Academy employees. There will be trainings for new teachers and staff for the next week. Back to school night will take place for both the elementary and junior high students and families. Dave Bullock informed the board that administration is looking at a new insurance policy that will be best for their employees. Administration expressed their excitement for the new school year and the amazing staff that they have coming in and returning. Administration provided a report on the Early Learning Plan and discussed the goals included in the plans. There were no questions or concerns from the board surrounding the goals included in the plan.

- Financial Report

Brett Greenwell said there are not a ton of expenses as school still hasn't started. The audit is ongoing and is required every year by state law. Ryan Smith said there are various pending reimbursements. Brett continued with the finance report saying that operating cash puts them in a great position financially. Brett Greenwell emphasized having a plan for the surplus of money in the budget. A strategy meeting will be set to evaluate the needs and the wants of the school and form a three-to-five-year plan to determine various opportunities such as paying off the bond, expansion and improvements. Ryan Smith recommended to the board to determine a clear fiscal vision and said that they are in a great position.

## VOTING & DISCUSSION ITEMS

- Imagine Learning Curriculum Purchase

Dave Bullock said this is the curriculum they use in Q2, and it allows students to move at their own pace. This curriculum provides classes and credits that are not provided here. There were no questions or concerns from the board.

*Brittney Hale made a motion to approve the Imagine learning Curriculum Purchase \$31,500. Nicole Boucher seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brett Greenwell, Aye; Brittney Hale, Aye; Nicole Boucher, Aye.*

- Policies Required for Review:
  - Attendance Policy

The Attendance Policy was reviewed by board members. Dave Bullock said they are adjusting the attendance procedures and that they are provided to families every year. There were no questions or concerns about the policy from the board.

- Policies Required for Review and Re-Approval:
  - Parent and Family Engagement Policy
  - Amended Electronic Resources Policy
  - Amended Kindergarten Toilet Training Policy
  - Amended Meal Charge Policy

Dave Bullock reviewed the policies listed above. He informed the board of the updates to each policy and why the changes were made to each policy. Board members asked questions on the amended meal charge policy and how negative balances are handled at the school. There was no further discussion on the policies.

*Brett Greenwell made a motion to approve the Parent and Family Engagement Policy, Amended Electronic Resources Policy, Amended Kindergarten Toilet Training Policy, Amended Meal Charge Policy. Nicole Boucher seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brett Greenwell, Aye; Brittney Hale, Aye; Nicole Boucher, Aye.*

- Board Member Terms, Roles, and Elected Officers

*Nicole Boucher made a motion to approve the board member terms, roles, and elected officers as discussed and approve Stacee Phillips for a four-year term as a board member.*

*Brett Greenwell seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brett Greenwell, Aye; Brittney Hale, Aye; Nicole Boucher, Aye.*

## **CALENDARING**

The next board meeting is October 7, 2025, at 6:00 PM in the Q2 Conference Room. The board will be determining a date for a strategy meeting with administration on November 18<sup>th</sup>.

## **ADJOURN**

*At 7:54 PM Brittney Hale made a motion to adjourn the meeting. Nicole Boucher seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brett Greenwell, Aye; Brittney Hale, Aye; Nicole Boucher, Aye.*



## Quest Academy Board of Directors Closed Session

**Meeting Date: 08.12.2025**

**Location:** Quest Academy, 4862 West 4000 South, West Haven, UT 84401

### **CLOSED SESSION SWEORN STATEMENT:**

At a duly noticed public meeting held on the date listed above, the board of directors for Quest Academy entered a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

I declare under criminal penalty under the law of Utah that the foregoing is true and correct.

Signed on the 12<sup>th</sup> day of August 2025, at West Haven, Utah.



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Steven Reeve, Board Chair

## Response Summary:

Thank you for submitting an Early Learning Plan for your Local Education Agency (LEA).

This plan provides the Utah State Board of Education (USBE) with information regarding your LEA's early literacy and early mathematics curriculum, established goals, and the implementation of the four components of mathematics instruction as required by Utah State Code 53G-7-218, 53E-3-521, and Board Rule R277-406.

We appreciate your collaborative efforts between LEA literacy and mathematics leaders in the development of this plan.

### **Q2. LEA Name**

Quest Academy Charter School

### **Q3. LEA Literacy Leader First and Last Name(s)**

Susan Goldsberry

### **Q4. LEA Literacy Leader Email Address(es)**

sgoldsberry@questac.org

### **Q5. LEA Mathematics Leader First and Last Name(s)**

Susan Goldsberry

### **Q6. LEA Mathematics Leader Email Address(es)**

sgoldsberry@questac.org

### **Q7. Please list your LEA Superintendency/Leadership that should be included in goal outcome communications.**

**Please include their first and last name(s), title(s), and email address(es).**

Dave Bullock, Director/Principal dbullock@questac.org

Angelee Spader, Vice Principal aspader@questac.org

### **Q9. Select your evidence-informed core curriculum program(s) for grades K-3 literacy along with the year published or edition.**

**\*Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)**

#### **SB 127 (2022) Early Literacy Outcomes Improvement**

**More than one box may be selected.**

- Wonders 2023
- Bridge to Reading
- Heggerty Phonemic Awareness 2022

**Q10. Select your evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.**

**\*Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.**

**SB 127 (2022) Early Literacy Outcome Improvement**

**For example: 95% Phonics Lesson Library 1st Edition, Read 180 Reading 2022, etc.**

**\*Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

**You are able to select more than one.**

- Bridge The Gap 2020
- SIPPS 4th Ed.

**Q11. List the evidence-informed core curriculum being used in tier 1 K-3 mathematics instruction.**

**For example: Eureka Math Squared, iReady Classroom Mathematics 2024, etc.**

iReady Classroom Mathematics 2024

**Q12. List the evidence-informed intervention programs/strategies used for grades K-3 mathematics interventions.**

**For example: Building Fact Fluency Kits, Kickstart Number Sense for Targeted Math Interventions, Bridges Interventions, etc.**

**\*Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

Fact Fluency Kits and iReady online with Paraprofessionals holding small group discussions throughout the iReady lesson.

Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Support Document: [Components of Early Mathematics Resources](#)

**Q32. Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.**

**For example: Incorporate evidence based strategies like implementing mathematical tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, engaging students in number talks**

We develop conceptual understanding throughout each lesson if it is a first-time instructional sequence. We focus during one part of the lesson on why the mathematics works the way it does and relate closely to the standards that are conceptual in nature. Our students spend time making sense of the problem as they think about what information is important and develop initial strategies. We then discuss to help develop a greater understanding of representations and solution strategies using partner talk, small group, and whole group discourse. We then connect and apply to further connections and solve problems in multiple ways.

**Q33.**

**Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.**

**For example: Implement fluency building components of evidence-based mathematics curricular programs (e.g. Building Fact Fluency Kits), Implement evidence-based fluency strategies that promote meaningful, flexible, accurate, and efficient procedures. (e.g. build procedural fluency from conceptual understanding, games that promote fluency, number talks)**

***The use of regular timed testing will NOT be approved as research shows it is ineffective and damaging.***

We teach so that students will attain the fluencies and procedural skills required by the standards. We teach the why and then establish the how of productive and correct strategies in the Strategy lessons. Students practice and apply procedures because of their deep understanding of both strategies and algorithms, as well as their ability to be flexible in selecting appropriate and efficient methods.

**Q34. Strategic and Adaptive Mathematics Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.**

**For example: Implement evidence-based strategies including engaging students in the Standards for Mathematical Practice in the Utah Core Mathematics Standards, engaging in rigorous mathematical tasks.**

During a math lesson, students have a strong focus on problem-solving using background knowledge and a Try-Discuss-Connect routine. Students work with peers on a low-entry, high-ceiling problem that encourages students to formulate a strategy to solve and represent the scenario. The students interact with rich multi-step problems and exemplary responses, and they apply critical thinking to solve the task in another way. Multiple standards are taught open-ended real-world tasks that help refine their ability to answer more robust problems and justify their solutions.

**Q35. Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.**

**For example: Implement evidence-based strategies including goal setting, supporting positive mathematical experiences, promoting positive mathematical mindsets.**

We ensure our math time integrates evidence-based strategies. As they learn new concepts, they also learn about themselves, their peers, and the world around them. They are then encouraged to link these all together, which supports a growth mindset, goal-setting, positive mathematical experience, social-emotional learning, and mathematical achievement at the same time.

**Q8. The state growth goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of the year as measured by Pathways of Progress on the Acadience Math assessment.**

Per [53G-7-218](#) and [R277-406](#), an LEA that fails to meet the State Growth Goal in Math **MUST** participate in the USBE Math System of Support.

- We understand the expectation for meeting the State Growth Goal for math and agree to participate in the USBE Math System of Support if our LEA fails to meet the goal as outlined above.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

**Q14. Goal 1:**

**What is your LEAs last day of school?**

May 29, 2026

**Q16. What grade level will this goal focus on?**

- Second Grade

**Q19. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)**

Computation

**Q21. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?**

- Maintain (for LEAs who have historically seen a negative change from BOY to EOY

**Q22. How will you achieve this goal? What evidence-based strategies will you implement?**

By May 29, 2006, Quest Academy will maintain the percentage of second-grade students who are scoring at or above benchmark on Acadience Math Computation from BOY to EOY by providing ongoing professional learning and job-embedded instructional coaching with all second-grade teachers, including classroom observations and feedback on implementation of the number talks and other numeracy routines to increase the likelihood of students scoring at or above benchmark at the end of the year.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

**Q2. Goal 2:**

**What is your LEAs last day of school?**

May 29, 2026

**Q3. What grade level will this goal focus on?**

- Third Grade

**Q4. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)**

Computation

**Q5. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?**

- 4%-6%

**Q6. How will you achieve this goal? What evidence-based strategies will you implement?**

By May 29, 2026, Quest Academy will increase the percentage of third-grade students who are scoring at or above the benchmark of Acadience Mathematics Computation by 6% from BOY to EOY by providing ongoing professional learning and job-embedded instructional coaching with all third-grade teachers, including classroom observations and feedback on implementation of the number talks and other numeracy routines to increase the likelihood of students scoring at or above the benchmark at the end of the year.

**Q31. The LEA assures that it is in compliance with State Code [53E-4-307.5, 53G-7-218, 53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.**

- Agree

**Q32. The LEA has adopted high quality literacy instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).**

- Agree

**Q33. Our LEA assures that we will complete and submit the Goal Attainment Survey by July 15, 2026.**

- Agree

**Q39. Our LEA assures that we will present the outcomes of our Early Learning Plan and attainment of our goals to our school board in an open and public meeting as required in [R277-406](#).**

- Agree

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**Embedded Data:**

N/A

**Quest Academy**  
**Statement of Financial Position**  
**As of 8/31/25**

	<b>07/01/2025 - 08/31/2025</b>	<b>Year Ending 06/30/2025</b>
	Actual	Actual
<b>Assets &amp; Other Debits</b>		
Current Assets		
Operating Cash		
Cash	1,551,189	1,171,563
Investments	8,276,537	8,214,084
Operating Cash	<u>9,827,726</u>	<u>9,385,647</u>
Accounts Receivables		
8133 - State	1,087	304,082
8134 - Federal	28,064	215,662
8139 - Other Receivables	3,378	7,133
Total Accounts Receivables	<u>32,529</u>	<u>526,877</u>
Other Current Assets		
8150 - Prepaid Expenditures	29,900	0
Total Other Current Assets	<u>29,900</u>	<u>0</u>
Total Current Assets	<u>9,890,155</u>	<u>9,912,524</u>
Restricted Cash		
8119-01F-006 - 2017 Debt Service	341,646	203,468
8119-01F-007 - 2017 Reserve Account	783,700	783,700
8119-01F-009 - 2017 R&R	100,000	100,000
8119-01F-010 - 2017 Expense Fund	20,716	41,278
Restricted Cash	<u>1,246,062</u>	<u>1,128,446</u>
Net Assets		
Fixed Assets	18,038,786	18,038,786
Depreciation	(5,678,663)	(5,678,662)
Total Net Assets	<u>12,360,123</u>	<u>12,360,124</u>
<b>Total Assets &amp; Other Debits</b>	<b><u>23,496,340</u></b>	<b><u>23,401,094</u></b>
 <b>Liabilities &amp; Fund Equity</b>		
Current Liabilities		
9510 - Accounts Payable	11,715	207,355
9510-001 - Accounts Payable	0	13,360
9530 - Accrued Liabilities	103,218	938,494
9540 - Accrued Salaries and Withholdings	7,401	240,836
9540-001 - Accrued PTO	26,695	26,695
Total Current Liabilities	<u>149,029</u>	<u>1,426,740</u>
Long-Term Liabilities		
9620-01F-005 - Bonds-Series 2017	11,165,000	11,165,000
9620-01F-006 - 2017 Net Reoffering Premium	326,303	326,302
9630-001 - Lease Liabilities	326,527	326,528
Total Long-Term Liabilities	<u>11,817,830</u>	<u>11,817,830</u>
Fund Balance		

9870 - Restricted – Debt Service	1,106,304	1,106,304
9872 - Restricted – Food Service	178,153	178,153
9899 - Unassigned	8,872,067	7,852,625
<b>Total Fund Balance</b>	<b>10,156,524</b>	<b>9,137,082</b>
Net Income	1,372,957	1,019,442
<b>Total Liabilities &amp; Fund Equity</b>	<b>23,496,340</b>	<b>23,401,094</b>

**Quest Academy**  
**Statement of Activities**  
**From 7/1/25-8/31/25**

	Annual June 30, 2026	Budget
<b>Income</b>		
Revenue From Local Sources		
1510 - Interest on Investments	400,000	
1610 - Sales to Students	200,000	
1620 - Sales to Adults	5,000	
1743 - Curricular Activity Fees	0	
1745 - Co-Curricular Activity Fees	0	
1747 - Extra-Curricular Activity Fees	30,000	
1910 - Rentals	15,000	
1920 - Contributions and Donations From Private Sources	50,000	
1990 - Miscellaneous	20,000	
1990-001 - Field Trips	5,000	
<b>Total Revenue From Local Sources</b>	<b>725,000</b>	
Revenue From State Sources		
3005 - Regular School Programs K	400,000	
3010 - Regular School Programs 1-12	3,827,615	
3100 - Restricted Basic School Programs	1,645,190	
3200 - Related to the Basic Programs	4,159,461	
3400 - Other Programs	881,171	
3500 - One-time Funding	513,563	
3800 - Non-MSP State Revenues (via USBE)	53,000	
<b>Total Revenue From State Sources</b>	<b>11,480,000</b>	
Revenue From Federal Sources		
4522 - IDEA - B -- Pre-School Disabled (Sec 619)	3,500	
4524 - IDEA - B -- Disabled (PL 101-476)	165,000	
4560 - Federal Child Nutrition Programs	165,000	
4800 - Federal No Child Left Behind	46,500	
<b>Total Revenue From Federal Sources</b>	<b>380,000</b>	
<b>Total Income</b>	<b>12,585,000</b>	
<b>Expenses</b>		
Instruction/Salaries		
0121 - Salaries - Principals and Assistants	505,000	
0131 - Salaries - Teachers	4,690,300	
0132 - Salaries - Substitute Teachers	100,000	
0142 - Salaries - Guidance Personnel	55,000	
0145 - Salaries - Media Personnel - Licensed	50,000	
0152 - Salaries - Secretarial and Clerical Personnel	190,000	
0161 - Salaries - Teacher Aides and Para-Professionals	995,000	
0182 - Salaries - Custodial & Maintenance Personnel	50,000	

0184 - Salaries – Administrative Technology Personnel	74,500
0191 - Salaries - Food Services Personnel	216,000
<u>Total Instruction/Salaries</u>	<u>6,925,800</u>
Employee Benefits	
0220 - Social Security	508,000
0240 - Group Insurance	165,000
0270 - Industrial Insurance	22,500
0280 - Unemployment Insurance	84,500
0290 - Other Employee Benefits	395,000
<u>Total Employee Benefits</u>	<u>1,175,000</u>
Purchased Prof & Tech Serv	
0320 - Professional - Educational Services	250,000
0330 - Professional Employee Training and Development	25,000
0340 - Other Professional Services	50,000
0345 - Business Services	500,000
0350 - Technical Services	145,000
<u>Total Purchased Professional &amp; Technical Services</u>	<u>970,000</u>
Purchased Property Services	
0411 - Water/Sewage	25,000
0412 - Disposal Service	25,000
0422 - Snow Removal Services	20,000
0424 - Lawn Care Services	20,000
0430 - Repairs & Maintenance Services	65,000
0441 - Rental of Land & Buildings	75,000
0443 - Rental of Computers & Related Equipment	20,000
0450 - Construction Services	100,000
0490 - Other Purchased Property Services	30,000
<u>Total Purchased Property Services</u>	<u>380,000</u>
Other Purchased Services	
0513 - Student Transportation Services - Commercial	15,000
0518 - Student Day Trips/Field Trips (includes Admission Charges)	7,500
0521 - Property Insurance	25,000
0522 - Liability Insurance	25,000
0530 - Communication (Telephone & Other)	15,000
0540 - Advertising	5,000
0561 - Student Tuition to other LEAs In State	1,500
0580 - Travel/Per Diem	6,000
<u>Total Other Purchased Services</u>	<u>100,000</u>
Supplies & Materials	
0610 - General Supplies	300,000
0610-001 - Furniture and Fixtures (not capitalized)	15,000
0610-002 - Other Food Purchases	0
0621 - Natural Gas	45,000
0622 - Electricity	85,000
0630 - Food	375,000
0641 - Textbooks	50,000
0642 - E-Textbooks / Online Curriculum	150,000
0644 - Library Books	2,500
0650 - Supplies - Technology Related	300,000

0670 - Software	50,000
0680 - Maintenance Supplies and Materials	35,000
Total Supplies & Materials	1,407,500
Property	
0710 - Land and Site Improvements	200,000
Total Property	200,000
Debt Services & Miscellaneous	
0810 - Dues and Fees	60,000
0830 - Interest	481,700
0840 - Redemption of Principal	300,000
Total Debt Services & Miscellaneous	841,700
Total Expenses	12,000,000
<b>Total Net Income</b>	<b>585,000</b>

**Year-to-Date****August 31, 2025**

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**Actual**      **% of Budget**

73,008	18.3 %
28,795	14.4 %
136	2.7 %
18,582	0.0 %
3,050	0.0 %
16,370	54.6 %
4,185	27.9 %
17,609	35.2 %
2,330	11.7 %
500	10.0 %
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164,565	22.7 %

67,788	16.9 %
653,503	17.1 %
275,453	16.7 %
693,264	16.7 %
215,794	24.5 %
156,723	30.5 %
13,788	26.0 %
<hr/>	
2,076,313	18.1 %

0	0.0 %
0	0.0 %
0	0.0 %
0	0.0 %
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0	0.0 %
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2,240,878	17.8 %

46,238	9.2 %
191,472	4.1 %
6,382	6.4 %
1,572	2.9 %
2,026	4.1 %
27,313	14.4 %
55,767	5.6 %
5,945	11.9 %

13,108	17.6 %
6,441	3.0 %
<hr/>	
356,264	5.1 %

25,566	5.0 %
16,275	9.9 %
1,354	6.0 %
2,086	2.5 %
0	0.0 %
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45,281	3.9 %

1,050	0.4 %
2,676	10.7 %
4,530	9.1 %
101,562	20.3 %
11,702	8.1 %
<hr/>	
121,520	12.5 %

1,700	6.8 %
3,111	12.4 %
0	0.0 %
2,210	11.1 %
11,934	18.4 %
16,736	22.3 %
8,839	44.2 %
0	0.0 %
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2,268	7.6 %
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46,798	12.3 %

0	0.0 %
0	0.0 %
22,770	91.1 %
17,850	71.4 %
2,487	16.6 %
0	0.0 %
225	15.0 %
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2,173	36.2 %
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45,505	45.5 %

60,102	20.0 %
28,874	192.5 %
504	0.0 %
127	0.3 %
11,414	13.4 %
11,029	2.9 %
18,252	36.5 %
67,688	45.1 %
37	1.5 %
<hr/>	
3,305	1.1 %

34,752	69.5 %
7,811	22.3 %
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243,895	17.3 %

<hr/>	
0	0.0 %
0	0.0 %

8,658	14.4 %
0	0.0 %
0	0.0 %
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8,658	1.0 %
<hr/>	
867,921	7.2 %
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<b>1,372,957</b>	<b>234.7 %</b>
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# QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Dear Superintendent,

The Quest Academy School Board has approved LEA-Specific educator license(s) to eight (8) individual(s) in a public meeting held on September 23, 2025. The license areas, and endorsements shall be valid for three academic years as indicated on the attached spreadsheet which contains the associated educator information and rationale for the request. All LEA-Specific licenses will expire on June 30<sup>th</sup> of the final academic year approved.

**Quest Academy Board** following assurances:

- The LEA has adopted a policy, in accordance to R277-301-7, to prepare and support educators with an LEA-Specific license. This policy is posted online at [Need this posted](#).
- The educator has completed a criminal background check in accordance with Rule R277-214 53G-11-403 and continued monitoring in accordance with Subsection (1);
- The LEA will provide requisite training (educator ethics, classroom management/instruction, special education law/instruction, & Utah Effective Teaching Standards) within the first year of employment;
- The educators will complete the USBE Ethics Review within one calendar year prior to being issued the license;
- The LEA will post all educator data, including assignments, in CACTUS no later than 60 days following the date of the public governing board meeting approving the license area(s) and/or endorsement(s);
- Each LEA school employing an individual with an LEA-Specific license will prominently post the following on the school's website:
  - Disclosure that the school employs individuals holding an LEA-Specific educator license, license areas, and/or endorsements;
  - An explanation of the types of educator licenses issued by USBE (Professional, Associate, LEA-Specific);
  - Percentage (based on FTE) of types of licenses, license areas, and endorsements held by educators employed in the school;
  - A link to the Utah Educator Look-up Tool.

The **Quest Academy Board** additionally acknowledges that LEA-Specific educator licenses, license areas, or endorsements may be renewed by the Utah State Board of Education. These renewals will be approved or denied on a case by case basis.

Sincerely,

**Steven Reeve**  
LEA Governing Body Chairperson

## SY25-26 LEA-S(specific) Requests

Effective 8/2021, the following are NOT allowed for LEA-S: Audiologist, Deaf Education, Preschool Special Ed., School Psychologist, School Social Worker, Special Ed (K-12), Speech Language Pathologist, Speech Language Therapist

LEA (District or Charter) Name	Date LEA's Board Met	CACTUS ID	Last Name	First Name	201 (Y/N)	Is this a RENEWAL Request from SY25-26?	License	Area 1	Endorsement 1	Endorsement 2	Endorsement 3	Rationale/Motions	Is Educator's Assignment in CACTUS? (Y/N)	Has LEA Specific tab in CACTUS been completed? (Y/N)	Does Educator have a current BACKGROUND (Y/N)	Does Educator have a current ETHICS check? (Y/N)	Pedagogical Modules Completed and Certificate Received? (Y/N)	LEA Application Received? (Y/N)	
													Endorsement in CACTUS? (Y/N)	Has Educator a current check? (Y/N)					
Granite SD	1/5/2021	999999 Example	Educator	N	Secondary	Math Level 3	Chemistry												
Quest Academy	9/23/2025	812667	Adame (Trujillo)	Azirah	N	General Financial Literacy	Business & Marketing Comprehensive??												
Quest Academy	9/23/2025	821447	Baker	Samuel	N	Elementary													
Quest Academy	9/23/2025	813498	McCloy	William	N	Elementary													
Quest Academy	9/23/2025	794277	Montgomery	Alexander	N	Secondary	Math Level 4 Secondary Math												
Quest Academy	9/23/2025	820029	Morris	Chloe	N	Elementary													
Quest Academy	9/23/2025	785961	Okerlund	Alexa	N	Multimedia??													
Quest Academy	9/23/2025	810748	Piper	Brooklyn	N	Family and Consumer Sciences													
Quest Academy	9/23/2025	789006	Winget	Paige	Y	Elementary													

# Curriculum Associates®

Quote ID: 413986.2

Date: 7/3/2025

Quote Valid through: 12/31/2025

**Prepared For:**

Susan Goldsberry  
Quest Academy  
4862 W 4000 S,  
Ogden, UT 84401  
sgoldsberry@questac.org  
8017319859

**Your Representative:**

Joel Kongaika  
(801) 319-4832  
jkongaika@cainc.com

## Budgeting Quote - final quantities needed prior to purchase order

**Professional Learning**

Product Name	Item #	ISBN	Qty	Net Price	Total
Professional Learning Session (up to 6 hours) AY 25-26	38558.0	978-1-7280-9542-4	15	\$2,300.00	\$34,500.00
Professional Learning Subtotal:					\$34,500.00
<b>Total</b>					
List Total:					\$34,500.00
Savings:					\$0.00
Merchandise Total:					\$34,500.00
Voucher/Credit:					\$0.00
Estimated Tax:					\$0.00
Estimated Shipping:					\$0.00
<b>Total:</b>					<b>\$34,500.00</b>

**Special Notes**

F.O.B.: N. Billerica, MA 01862  
Shipping: Shipping based on MDSE total  
Terms: Net 30 days, pending credit approval  
Fed. ID: #26-3954988

**This quote is for budgeting/estimate purposes only - cannot be used to purchase**

N1

# Submitting Your Order

Placing an order is easy! Simply refer to the guide below when preparing your Purchase Order.

**Submit Your Purchase Order and Corresponding Quote To: [orders@cainc.com](mailto:orders@cainc.com)**

Need Help Placing an Order? Contact: [orders@cainc.com](mailto:orders@cainc.com) or 1 (800) 225-0248

## 1. Purchase Order Number and Date

### 2. Bill-To or Invoice-To Name and Address

### 3. Ship-To Name and Address

### 4. Items and Quantities

Does your quote include a "for budgeting" note? Ensure all items and quantities are final.

### 5. Subtotals for Merchandise, Freight, Tax, and the Purchase Order Grand Total

A current tax-exempt certificate must be on file to honor exemption status.

**1 Purchase Order**

**Pleasant Meadows**  
Regional School District

**Purchase Order:** 312773  
**Date:** 7/1/2025

**2 Bill To:**  
Pleasant Meadows School District  
ATTN: Accounts Payable  
47 Whipple Rd  
Pleasant Meadows, MA 01234  
(978) 123-4567  
Vendor Name: Curriculum Associates

**3 Ship To:**  
Pleasant Meadows School District  
ATTN: Adam Smith, Warehouse Mgr  
47 Whipple Rd  
Pleasant Meadows, MA 01234  
(978) 123-4567

**4**

Product	Quantity	Unit Price	Extended Amount
23456.0 Reading Student Book G2	75	\$15.00	\$1,125.00
23456.9 Reading Teacher Book G2	3	\$30.00	\$90.00
23457.0 Math Student Book G2	75	\$15.00	\$1,125.00
23457.9 Math Teacher Book G2	3	\$30.00	\$90.00
12345.0 Digital School License	1	\$7,000.00	\$7,000.00

**5**

<b>Subtotal</b>	\$9,430.00
<b>Freight</b>	\$267.30
<b>Tax</b>	\$0.00
<b>Total</b>	\$9,697.30

**6** Notes:  
Reference Quote # 12456.1  
Pack materials by school site. Deliver between 7/14/25–7/25/25.

**7**  
Warehouse open Monday–Thursday 8 a.m.–3 p.m. in July.

**8**

**9** *Sarah Johnson*  
Purchasing Manager

### 6. Quote Number

Quote total and Purchase Order total must match.

### 7. Delivery Window

Must be at least seven to 10 days

### 8. Delivery Instructions

For example, please indicate weekdays and times the location is open for deliveries.

### 9. Signature of Authorized Official

If required by your administration

**Note: We are unable to accept requisitions or signed quotes.**

### White-Glove Delivery:

Available upon request for \$500 per shipment location, subject to our carrier partner's availability. Please notify us of this request prior to submitting your Purchase Order so we can include the service on your quote properly.

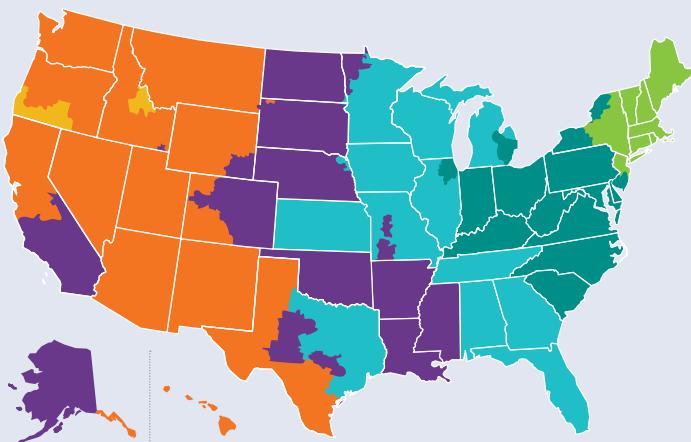
### Please Consider Processing and Transit Times as You Are Preparing to Place Your Order

Orders lighter than 500 pounds are shipped via UPS. Orders heavier than 500 pounds are shipped via freight carrier. Reference the maps on the following page for our estimated transit times.

## Estimated Transit Times

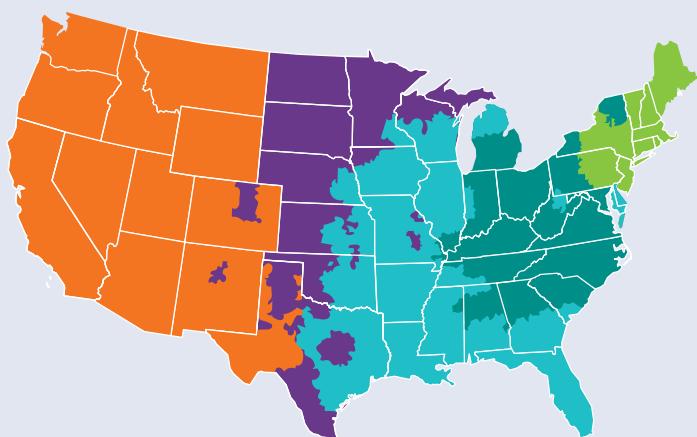
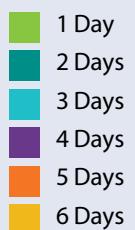
Please factor in the following lead times when arranging for delivery of our printed materials.

*Shipping varies by location and shipping method from our warehouse in Littleton, MA. Locations considered to be remote, including locations within contiguous and non-contiguous states, may require additional transit days and special carrier services. See the maps below for further explanation.*



### Orders Lighter Than 500 Pounds:

Generally ship via UPS\*



### Orders Heavier Than 500 Pounds:

Generally ship via freight carrier



\*The threshold for UPS orders may be raised during peak season (i.e., June–September).  
Please note that UPS deliveries may arrive over several days.

### Additional Tips for Successful Delivery:

- Indicate on your Purchase Order if you would like to ship to a central location, such as a district warehouse, or to individual schools.
- Select a delivery window when someone will be at the delivery location to accept the order.  
**Notify others, such as front office or custodial staff, about the delivery.**

**Need Help Placing an Order?**

**Contact: [orders@cainc.com](mailto:orders@cainc.com) or 1 (800) 225-0248**

# Curriculum Associates®

## Information on Professional Learning Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PL sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PL Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to [pdoperations@cainc.com](mailto:pdoperations@cainc.com).

# Curriculum Associates®

## Placing an Order

Email: [Orders@cainc.com](mailto:Orders@cainc.com)

Fax: 1-800-366-1158

**Mail:**

ATTN: CUSTOMER SERVICE DEPT.  
Curriculum Associates LLC  
153 Rangeway Rd  
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to [exempt@cainc.com](mailto:exempt@cainc.com).

## Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$400/shipment location
- Freight Storage \$600 /shipment location
- Freight Carrier Redelivery \$100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

## Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing [AR@cainc.com](mailto:AR@cainc.com).

Please send any payment notifications to [payments@cainc.com](mailto:payments@cainc.com). Credit card payments are only accepted for purchases under \$50,000.

## Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at [invoices@cainc.com](mailto:invoices@cainc.com) or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

## Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at [i-ready.com/support](http://i-ready.com/support). Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at [i-ready.com/support](http://i-ready.com/support).

## Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

QA 09.23.2025 Policy Summary Sheet:

Amending Child Abuse and Neglect Reporting Policy

Proposed revisions to the school's Child Abuse and Neglect Reporting Policy have been made to bring the policy into better compliance with Utah law and USBE rule. New language has been added and existing language amended to better explain the circumstances under which school employees and volunteers must report suspected abuse or neglect to the authorities. Language has also been added to clarify that when there is reasonable cause to believe a student has been abused by a school employee or volunteer, such abuse should not only be reported to the authorities but also to the school's administration, who then must report the suspected abuse to the Utah State Board of Education. Updated language has also been added to the school's Child Abuse and Neglect Reporting Procedures, including language with respect to new training requirements in this area required by HB 40 from the 2025 legislative session (this bill added school personnel training requirements with respect to sexual extortion).

New Hotline Complaint Policy

R277-123 requires each school to have on its website a link to the school's local education hotline or a link to the USBE's public education hotline so that the public can report alleged violations. The school does not have its own local hotline but does have a link on its website to the USBE's public education hotline. R277-123 also now requires each school to adopt a hotline complaint policy. Per R277-123, this policy must establish how a school will respond to hotline complaints and contain steps a school must go through when responding to such complaints. The proposed Hotline Complaint Policy tracks the requirements in R277-123. It also explains that if a hotline complaint received by the school should have been addressed via the school's applicable grievance policy, the school may inform the USBE's Internal Audit Department (the department who handles USBE hotline complaints). This policy emphasizes that complainants should not use the hotline to bypass the school's grievance policies.

Amending Administration of Medication Policy

SB 146 from the 2025 legislative session added provisions with respect to the storage and administration of glucagon kits in schools. If a school employee becomes trained to administer a glucagon kit to a student in response to a potentially life-threatening condition resulting from abnormally low blood glucose levels, the school may make glucagon kits available to such trained employees. In addition, HB 333 added provisions specifying that a student is allowed to possess and self-administer epinephrine nasal spray at school if the student's parent/guardian and health care provider sign the appropriate authorizations. HB 333 also renamed "epinephrine auto injectors" to "injectable epinephrine rescue medication." The school's Administration of Medication Policy has been revised to comply with these new laws. Some additional revisions have been made to the policy to bring it into better compliance with applicable law, including the addition of a section on adrenal crisis rescue medication.



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

**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.

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**Administrative Procedures**  
**Child Abuse and Neglect Reporting Procedures**

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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.

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- 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:
  - i. allowing appropriate access to students;
  - ii. allowing authorized agency employees to interview children consistent with DCFS and local law enforcement protocols;
  - iii. making no contact with the parents or legal guardians of children being questioned by DCFS or law enforcement authorities; and
  - iv. 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,

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age-appropriate methods for discussing the topic of child sexual abuse with a child; and (c) resources available for victims of sexual extortion.

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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*

**Deleted:** 62A-4a-402



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

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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

## 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**  
**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

Page 1 of 5

QA Administration of Medication in School Policy

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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

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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.

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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:

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The student’s parent or guardian signs a statement:

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- | 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.