



QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Quest Academy Board Meeting Agenda

Date: September 8, 2026

Time: 6:00 PM

Location: [Zoom Electronic Meeting Link](#)

Attendees: Stacey Phillips, Steve Reeve, Shawn Miehle, Nicole Boucher, Brittney Hale, Brett Greenwell, Dave Bullock, Angelee Spader, Casey Arrington, Steve Finley, Josh Broadbent, Nicole Jones

Mission Statement

Quest Academy is committed to providing students with a challenging, technology-rich learning environment that empowers young citizens to become leaders prepared to thrive in an evolving global community.

Call to Order

- Stacey Phillips

Public Comment (Comments are limited to three minutes per individual)

Consent Items

- Approval of May 21, 2026, Board Meeting Minutes and Closed Session Statement

Reports

- Administrative Report
 - State of the School
- Financial Report

Closed Session to discuss the character, professional competence, or physical or mental health of an individual pursuant to Utah Code 52-4-205(l)(a).

Voting & Discussion Items

- POLICIES:
 - Approval of Amended Bullying and Hazing Policy
 - Approval of Suicide Prevention Policy
 - Approval of Health and Welfare Policy
 - Approval of Amended Wellness Policy
 - Approval of Amended Attendance Policy
 - Repeal PTO and Catastrophic Leave Policy
- Award Request for Proposal for the Construction of an Expansion to the Existing Facility
- Approval of LEA Specific Licenses for 2026-2027 School Year
- TRAINING: School Land Trust

Calendaring

- Next Board Meeting: October 6, at 6:00 PM (In Person)

Adjournment



QUEST ACADEMY

INNOVATION • PASSION • MASTERY

Quest Academy Board Meeting Minutes

Date: May 21, 2026

Time: 6:00 PM

Location: 4862 W 4000 S, West Haven, UT 84401

In Attendance: Steve Reeve, Nicole Boucher, Brittney Hale, Stacey Phillips

Excused: Shawn Miehke, Brett Greenwell

Others in Attendance: Dave Bullock, Angelee Spader, Casey Arrington, Nicole Jones, Steve Finley, Roger Simpson

Mission Statement

Quest Academy is committed to providing students with a challenging, technology-rich learning environment that empowers young citizens to become leaders prepared to thrive in an evolving global community.

Board Priorities

- State Accountability
- Fiscally Sound Operations
- Personalized/Individualized Learning
- Brand Awareness

Call to Order

Steve Reeve called the meeting to order at 6:06 PM.

Public Comment (Comments are limited to three minutes per individual)

There were no public comments.

Consent Items

- Approval of Apr. 14, 2026, Board Meeting Minutes

Nicole Boucher made a motion to approve the Apr. 14, 2026, Board Meeting Minutes. Stacey Phillips seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; Stacey Phillips, Aye.

Reports

- **Administrative Report**

- State of the School
- Positive Behavior Report
- Title IX Report
- Enrollment
- Staffing Changes

Dave Bullock reported on the State of the School. End-of-year state-mandated testing is nearing completion, including RISE, Spire Plus, K-8 diagnostics with iReady, and elementary assessments. Scores are rolling in and looking strong. The school hosted several end-of-year events including field trips, Reality Town (a financial literacy simulation), and the inaugural Quest Fest, which was organized and run by students.

Regarding positive behavior, the report covered Botvin Life Skills (elementary and junior high), Zones of Regulation, Love and Logic, individual counseling, and after-school clubs and athletics. The school counselor will transition from part-time to full-time next year and will teach life skills and emotional guidance classes in sixth grade.

Title IX reporting confirms equitable access to sports and facilities for male and female students. Current enrollment is approximately 1,024. For staffing, two new hires were made: one sixth-grade teacher and one fifth-grade teacher. Several existing staff shifted buildings or roles; only two new positions required outside hiring.

- **Financial Report**

Steve Finley presented the financial report as of the end of April 2026 (10 of 12 months; 83% of year elapsed):

- Revenues are at 82.8% of budget, on target. Local revenue is at 90%; federal at 37% (remaining federal requests expected to flow in May–June).
- Expenditures are at 78% of budget, below the pace of spending.
- Approved budget projected \$585K surplus; current forecast shows \$519K; actuals currently show \$921K remaining.
- Cash on hand: \$10.7M; low cash (day before state payment): \$9.7M.

The proposed 2026/2027 budget was also reviewed. Key highlights include: enrollment projected at 1,002; state revenue increases by ~\$363K (4.2% WPU increase +\$160K; local replacement +\$165K); several one-time grants ending (classified bonus, school fees amendment, Letters grants); federal revenues flat year-over-year; salaries budgeted for 4%

increase; benefits include a ~\$120K placeholder for health insurance; unemployment costs decreasing (~\$25K); budgeted surplus for next year approximately \$451K including \$200K in capital expenditures and \$100K construction placeholder.

The Fraud Risk Self-Assessment was reviewed. The school scored 355 out of 395, placing it in the “Very Low” risk category. With the Board Member Oath of Office policy approved tonight, the score will increase to 375 out of 395. The one remaining unscored item (formal internal audit function) is not required for LEAs under 10,000 students.

Closed Session

Purpose: Discussion of the character, professional competence, or physical or mental health of an individual, pursuant to Utah Code §52-4-205.

At 6:35 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(1)(a). Nicole Boucher seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; Stacey Phillips, Aye.

At 7:10 PM Stacey Phillips made a motion to leave the closed session and enter the general meeting. Brittney Hale seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; Stacey Phillips, Aye.

Voting & Discussion Items

• Legislative Update

Roger Simpson presented a comprehensive legislative update covering 100+ education bills from the recent session organized around three themes: School Safety, Classroom Technology & AI, and Early Literacy. Key bills discussed include:

- **SB 186 – Charter School Modifications (Oath of Office):** Effective May 6, 2026. All governing board members must take an oath of office; school must maintain a record of each vote.
- **SB 164 – School Construction Amendments:** Projects over \$500K require a state-managed registry contractor. Quest Academy’s current expansion is not impacted as it was underway prior to the bill’s effective date.
- **HB 273 – Technology & AI Policy:** Board-adopted technology and AI policies are now required on a defined timeline. Policy included in tonight’s agenda.
- **HB 44 – School Safety & Security:** Guardians must carry concealed firearms on person while on duty; formal visitor management system required; wearable panic alert devices required for all lead teachers by July 1, 2027 (state-funded). Quest Academy has already implemented panic alert devices through its speaker system.
- **SB 51 – Statewide Student Threat Flag:** Credible threats will be logged in the student information system and follow the student’s record across schools.

- **SB 244 – Cardiac Emergency Response Plan:** AEDs must be placed, tested, and maintained at each school with required first aid/CPR training.
- **SB 69 – School Device Revision:** Personal device use prohibited during the entire school day, first bell to last, including lunch, breaks, and transitions. AI glasses explicitly included in scope.
- **SB 241 – Early Literacy:** Statewide goal of 80% of students reading on grade level by end of third grade by 2030. Individual reading plans required beginning in kindergarten.
- **HB 312 – Curriculum:** Regular social studies instruction required in all elementary grades.
- **SB 131 – Charter School Enrollment:** New enrollment preference for students whose home school is at capacity and declining enrollment.
- **HB 55 – EdTech Privacy:** All ed tech vendors must include a 30-day termination provision for privacy violations and must delete all student data absent parental consent.

Roger also presented a policy compliance review of Quest Academy's 119 state-required policies: 66 compliant, 14 partial, 26 missing, 13 not applicable. A phased approach is planned: Phase 1 (legislative redlines, addressed tonight), Phase 2 (safety and crisis response), Phase 3 (compliance-critical drafts), Phase 4 (remaining new drafts and expansions).

NEW POLICIES: Review and Approve

- **Approval of Board Member Oath of Office Policy**
- **Approval of Cybersecurity Policy**
- **Approval of Artificial Intelligence (AI) Use Policy**
- **Approval of Cardiac Emergency Response Plan Policy**
- **Approval of Dyslexia Screening and Intervention Policy**
- **Approval of Noncurricular Clubs / Equal Access Policy**
- **Approval of Parental, Postpartum, Adoption, and Foster Leave Policy**
- **Approval of Restraint, Seclusion, and LRBI Policy**
- **Approval of School Security (School Security Act) Policy**
- **Approval of Threat Assessment Policy**
- **Approval of TSSA Calculation and Distribution Policy**
- **Approval of Elementary and Secondary School General Core Policy**

MODIFIED POLICIES: Review and Approve

- **Approval of Parent and Family Engagement Policy**
- **Approval of Wellness Policy**
- **Approval of Absenteeism and Truancy Prevention Policy**
- **Approval of Acceptable Use / Electronic Device Use Policy**
- **Approval of Criminal Background Check / Arrest Reporting Policy**
- **Approval of LEA-Specific Educator License Policy**
- **Approval of Internet Safety Policy (CIPA)**
- **Approval of Meal Charge Policy**
- **Approval of Open Enrollment / Lottery Policy**
- **Approval of Religious Expression in Public Schools Policy**

- **Approval of School Fees Policy**
- **Approval of Student Conduct & Discipline Policy**
- **Approval of Student Data Privacy & Security Policy + Data Governance Plan**
- **Approval of Health and Welfare Policy**
- **Approval of Student Credit Policy**
- **Approval of Government Records Access Management Act (GRAMA) Policy**
- **Approval of Special Education Policies & Procedures Manual**

ANNUAL POLICY REVIEW:

- **Salary Supplement for Highly Needed Educators Program Policy**

Board Members discussed the amendments made to the existing policies, the new policies, and the policies needing an annual review. Regarding the Board Member Oath of Office, the board discussed that at least one member must initially be administered the oath by a person with authority to administer oaths per SB 186; the chair and vice chair are designated to administer oaths to subsequent members. The oath language adopted reads: "I do solemnly swear or affirm that I will support, obey, and defend the Constitution of the United States and the Constitution of the State of Utah. I will discharge the duties of my office with fidelity. I will faithfully serve the students, families, employees, and patrons of Quest Academy. And I will uphold the mission and policies of the school to the best of my ability."

Nicole Boucher made a motion to approve the Board Member Oath of Office Policy, Cybersecurity Policy, Artificial Intelligence (AI) Use Policy, Cardiac Emergency Response Plan Policy, Dyslexia Screening and Intervention Policy, Noncurricular Clubs / Equal Access Policy, Parental, Postpartum, Adoption, and Foster Leave Policy, Restraint, Seclusion, and LRBI Policy, School Security (School Security Act) Policy, Threat Assessment Policy, TSSA Calculation and Distribution, Elementary and Secondary School General Core Policy, Parent and Family Engagement Policy, Wellness Policy, Absenteeism and Truancy Prevention Policy, Acceptable Use / Electronic Device Use Policy, Criminal Background Check / Arrest Reporting Policy, LEA-Specific Educator License Policy, Internet Safety Policy (CIPA), Meal Charge Policy, Open Enrollment / Lottery Policy, Religious Expression in Public Schools Policy, School Fees Policy, Student Conduct & Discipline Policy, Student Data Privacy & Security Policy + Data Governance Plan, Health and Welfare Policy, Student Credit Policy, Government Records Access Management Act (GRAMA) Policy, Special Education Policies & Procedures Manual, Salary Supplement for Highly Needed Educators Program Policy. Brittney Hale seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; & Stacey Phillips, Aye.

- **Approval of the Emergency Preparedness & Recovery Plan**

The Emergency Preparedness & Recovery Plan was discussed. The plan addresses four state-required areas: education/academics, business and operations, physical and structural/facilities, and health, well-being, and behavioral supports. It was kept at a high level to accommodate a range of emergency scenarios and meets all requirements outlined by law.

Brittney Hale made a motion to approve the Emergency Preparedness & Recovery Plan. Nicole Boucher seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; & Stacey Phillips, Aye.

- **Approval of the Mental Health Grant**

The Mental Health Grant was discussed. The grant (~\$30,000, first-year cycle) will fund the transition of the school counselor from part-time to full-time. Two goals were established: (1) a 25% reduction in documented disruptive behavior incidents over three years as measured by discipline referrals and intervention data; and (2) a 15% decrease in chronic absenteeism over three years as measured by annual attendance and chronic absenteeism reports.

Stacey Phillips made a motion to approve the Mental Health Grant. Brittney Hale seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; & Stacey Phillips, Aye.

- **Approval of the Board Member Terms, Roles, and Elected Officers**

Board Member Terms, Roles, and Elected Officers were discussed. Steve Reeve noted his long tenure as board chair and proposed realigning board officer roles. After discussion, the following officers were nominated and approved:

- Board President: Stacey Phillips
- Vice President: Nicole Boucher
- Financial Coordinator: Brett Greenwell
- Board Members (remaining terms): Steve Reeve (through June 2027), Brittney Hale (through June 2029), Shawn Miehle (through October 2028), Stacey Phillips (2029)

Brittney Hale made a motion to approve the Board Member Terms, Roles, and Elected Officers. Nicole Boucher seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; & Stacey Phillips, Aye.

- **Approval of the Sexual Education Committee**

The Sexual Education Committee was discussed. The committee consists of community council members, the school nurse, health teacher Garrett Costello, parents from the community council, and the director.

Brittney Hale made a motion to approve the Sexual Education Committee. Nicole Boucher seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; & Stacey Phillips, Aye.

- **Approval of the Teacher and Student Success (TSSA) Plan**

The Teacher and Student Success (TSSA) Plan was discussed, including the legislative changes to TSSA funding allocation tied to early literacy requirements.

Stacey Phillips made a motion to approve the Teacher and Student Success (TSSA) Plan. Brittney Hale seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; & Stacey Phillips, Aye.

- **Approval of the Director Employment Agreement and Compensation**

The Director Employment Agreement and Compensation was approved as discussed during the closed session.

Nicole Boucher made a motion to approve the Director Employment Agreement and Compensation. Stacey Phillips seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; & Stacey Phillips, Aye.

- **Approval of the Audit Engagement Letter**

The Audit Engagement Letter was discussed. The board confirmed continuation with Ike Daley as audit manager/reviewer.

Stacey Phillips made a motion to approve the Audit Firm. Brittney Hale seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; & Stacey Phillips, Aye.

- **Approval of the Final Amended Budget 2025/2026 & the Proposed 2026/2027 Budget**

The Final Amended Budget 2025/2026 & the Proposed 2026/2027 Budget were discussed as presented in the Financial Report above.

Nicole Boucher made a motion to approve the Final Amended Budget 2025/2026 & the Proposed 2026/2027 Budget. Stacey Phillips seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; & Stacey Phillips, Aye.

- **Approval of the Expenditures for the Relocation and Installation of a Portable**

The Expenditures for the portable were discussed. After evaluating options ranging from \$85,000 to \$200,000 for relocation and full plumbing, the board determined the most cost-effective approach is removal of the portable (estimated at \$18,000 for lift and removal, plus utility capping costs). Staff will be temporarily relocated within the Q1 building and junior high for one year until new building construction is complete. The motion was set at not-to-exceed \$30,000 to cover removal and associated utility capping.

Brittney Hale made a motion to approve the Expenditures for the Removal of the Portable, not to exceed \$30,000. Nicole Boucher seconded. The motion passed unanimously. The votes were as follows: Steve Reeve, Aye; Brittney Hale, Aye; Nicole Boucher, Aye; & Stacey Phillips, Aye.

BOARD TRAINING:

- **Open and Public Meetings Act Training**
- **Sex Ed. Assurances Local Health Dept. Data**

Nicole Jones discussed the Open and Public Meetings Act Training & the Sex Ed. Assurances Local Health Dept. Data. Signatures were obtained to verify completion of the trainings. Board members also signed the ethical behavior commitment statement as required for the Fraud Risk Self-Assessment.

Calendaring

2026/2027 Board Meeting Schedule

The board confirmed the 2026/2027 meeting schedule: meetings will occur in August, October, February, April, and May. December meetings will be scheduled only if necessary.

Adjournment

At 8:34 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; Brittney Hale, Aye; Nicole Boucher, Aye; & Stacey Phillips, Aye.



Quest Academy
Board of Directors Closed Session Statement

Meeting Date: 05/21/2026
Location: 4862 W 4000 S, West Haven, UT 84401

Closed Session Sworn Statement:

At a duly noticed public meeting held on the date listed above, the board of directors for Quest Academy entered into 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. 52-4-1(1)(a).

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

Signed electronically on the 21st day of May, 2026.

Board Chair



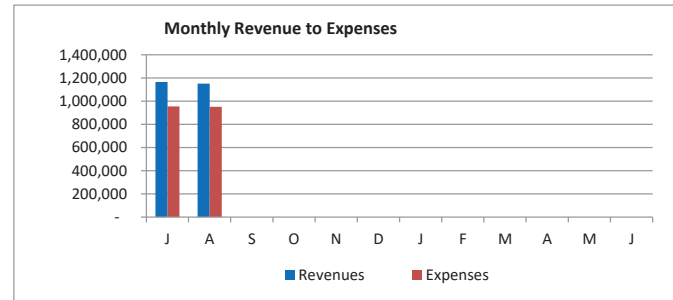
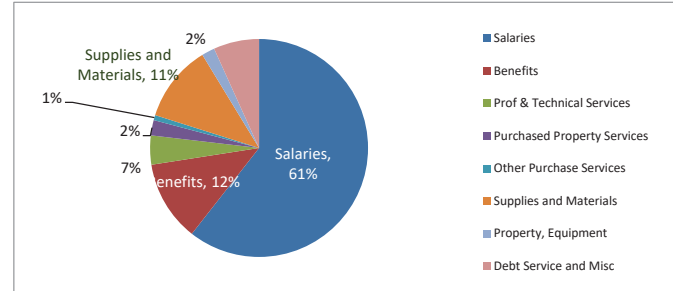
Financial Summary

as of August 31, 2026

16.7% through the Year

BUDGET REPORT

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment	1010	1010	1010	
Revenue				
1000 Local	\$ 127,160	\$ 640,500	\$ 641,537	19.8%
3000 State	\$ 2,220,162	\$ 11,967,568	\$ 11,967,612	18.6%
4000 Federal	\$ -	\$ 380,000	\$ 380,000	0.0%
Total Revenue	\$ 2,347,322	\$ 12,988,068	\$ 12,989,149	18.1%
Expenses				
100 Salaries	\$ 1,070,922	\$ 7,359,944	\$ 7,359,944	14.6%
200 Benefits	\$ 222,197	\$ 1,452,856	\$ 1,452,856	15.3%
300 Prof & Technical Services	\$ 66,424	\$ 504,928	\$ 524,428	12.7%
400 Purchased Property Services	\$ 56,150	\$ 2,775,768	\$ 275,768	20.4%
500 Other Purchase Services	\$ 47,375	\$ 91,770	\$ 91,770	51.6%
600 Supplies and Materials	\$ 288,497	\$ 1,382,500	\$ 1,387,951	20.8%
700 Property, Equipment	\$ 12,815	\$ 235,000	\$ 235,000	5.5%
800 Debt Service and Misc	\$ 139,648	\$ 822,106	\$ 822,106	17.0%
Total Expenses	\$ 1,904,027	\$ 14,624,872	\$ 12,149,823	15.7%
Net Income from Operations	\$ 443,295	\$ (1,636,804)	\$ 839,326	53%
Operating Margin	18.9%	-12.6%	6.5%	



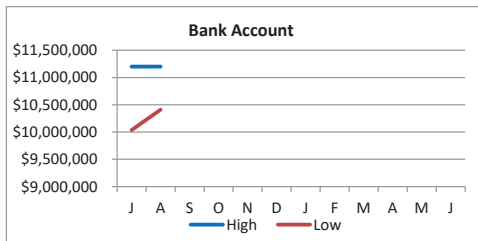
RATIOS

	Forecast	Goal
Operating Margin	6.5%	3%
Debt Service Coverage	2.82	1.25
Days Cash on Hand	326	90
Building Payment %	3.6%	20%

Cash Reserve	Operating Margin
\$0-\$300,000	5%
\$300,000-\$500,000	4%
\$500,000-and above	3%

CASH

Ending Cash Balance	\$ 10,855,436
Days Cash on Hand	326

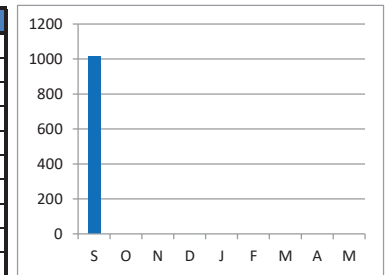


RESERVES

	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 12,465,467	\$ 12,465,467
Reserves Added this Year	\$ 443,295	\$ 839,326
Expenses from Reserves	\$ -	\$ -
Construction Project	\$ (136,500)	\$ (4,500,000)
	\$ -	\$ -
	\$ -	\$ -
New Reserve Balance	\$ 12,772,262	\$ 8,804,793

ENROLLMENT

	S	O	N	D	J	F	M	A	M
K	106								
1	104								
2	106								
3	108								
4	109								
5	108								
6	109								
7	99								
8	92								
9	73								
Total	1014	0	0	0	0	0	0	0	0



Actuals as of: **August 31, 2026** Percentage of Year: **16.7%**



Budget Detail Report

	(1,008 Students) Previous Yr's Actuals	(1,010 Students) Current Yr's Actuals	(1,010 Students) Approved FY26 Budget	Variance	(1,010 Students) FY26 Forecast	% of Forecast
Revenue						
1000 Local						
1510 Interest on Investments	\$ 406,357	\$ 66,000	\$ 300,000	\$ -	\$ 300,000	22.0%
1610 Sales to Students	\$ 219,754	\$ 54,873	\$ 215,000	\$ -	\$ 215,000	25.5%
1620 Sales to Adults	\$ 6,427	\$ 10	\$ 5,500	\$ -	\$ 5,500	0.2%
1720 Sales (Spiritwear, SC Sweaters, Kindness)	\$ 3,699	\$ 55	\$ -	\$ 55	\$ 55	100.0%
1743 Curricular Activity Fees	\$ 29,041	\$ 964	\$ -	\$ -	\$ 964	100.0%
1745 Co-Curricular Activity Fees	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
1747 Extra-Curricular Activity Fees	\$ 43,488	\$ 2,925	\$ 30,000	\$ -	\$ 30,000	9.8%
1760 Library / IT Repairs	\$ 3,557	\$ 18	\$ -	\$ 18	\$ 18	100.0%
1910 Rentals	\$ 17,534	\$ 1,140	\$ 15,000	\$ -	\$ 15,000	7.6%
1920 Donations and Contributions	\$ 66,694	\$ -	\$ 50,000	\$ -	\$ 50,000	0.0%
1990 Field Trips / Classroom	\$ 26,453	\$ 1,125	\$ 5,000	\$ -	\$ 5,000	22.5%
1990 Miscellaneous	\$ 318,966	\$ 50	\$ 20,000	\$ -	\$ 20,000	0.3%
Total 1000:	\$ 1,141,970	\$ 127,160	\$ 640,500	\$ 73	\$ 641,537	19.8%
3000 State						
3010 Regular School Prgm K-12	\$ 4,326,138	\$ 747,977	\$ 4,487,863	\$ -	\$ 4,487,863	16.7%
3020 Professional Staff	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3105 Special Education -- Add-On	\$ 1,052,387	\$ 172,348	\$ 1,034,089	\$ -	\$ 1,034,089	16.7%
3110 Special Education -- Self-Contained	\$ 41,936	\$ 10,921	\$ 65,529	\$ -	\$ 65,529	16.7%
3120 Special Education -- Extended Year	\$ 5,000	\$ 836	\$ 5,010	\$ -	\$ 5,010	16.7%
3125 Special Education -- Impact Aid	\$ 15,652	\$ 2,321	\$ 13,927	\$ -	\$ 13,927	16.7%
3178 Special Education -- Extended Year Stipend	\$ 2,210	\$ -	\$ 2,210	\$ -	\$ 2,210	0.0%
3101 CTE - CCA	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3101 Class Size Reduction - K-8	\$ 400,401	\$ 69,715	\$ 418,207	\$ -	\$ 418,207	16.7%
3144 Enhancement for At-Risk Students	\$ 138,012	\$ 27,917	\$ 167,504	\$ -	\$ 167,504	16.7%
3200 CS Funding Base Program	\$ 115,230	\$ 19,358	\$ 116,150	\$ -	\$ 116,150	16.7%
3203 Teacher & Classroom Support	\$ -	\$ 66,031	\$ -	\$ 396,184	\$ 396,184	16.7%
3310 Flexible Allocation	\$ 386,412	\$ -	\$ 396,140	\$ (396,140)	\$ -	#DIV/0!
3219 Charter School Local Replacement	\$ 3,635,256	\$ 638,488	\$ 3,800,586	\$ -	\$ 3,800,586	16.8%
3451 Educator Professional Time	\$ 107,249	\$ 86,395	\$ 108,025	\$ -	\$ 108,025	80.0%
3459 Schl-Based Ed Support Prof Stipends	\$ 54,090	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3407 Was TSSP, now SSHINE	\$ 36,735	\$ 5,742	\$ 34,401	\$ -	\$ 34,401	16.7%
3468 Teacher Materials and Supplies	\$ 18,956	\$ 15,245	\$ 18,956	\$ -	\$ 18,956	80.4%
3476 Educator Salary Adjustment	\$ 656,798	\$ 112,704	\$ 676,222	\$ -	\$ 676,222	16.7%
3520 School LAND Trust Program	\$ 156,722	\$ 189,042	\$ 189,042	\$ -	\$ 189,042	100.0%
3578 Teacher and Student Success Act (TSSA)	\$ 326,841	\$ 55,122	\$ 330,707	\$ -	\$ 330,707	16.7%
3670 Competency Based Learning Amendments	\$ 80,938	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3815 School Fees Amendments	\$ 13,788	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3821 Grants for Professional Learning (LETRS)	\$ 4,639	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3873 Substance Prevention	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ 4,000	0.0%
3874 Suicide Prevention	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%
3873 State Liquor Tax (NSLP)	\$ 139,426	\$ -	\$ 95,000	\$ -	\$ 95,000	0.0%
3818 K3 Reading Software Licenses	\$ 22,262	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3914 School Safety Grant	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3914 School Safety Stipend	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ 3,000	0.0%
Total 3000:	\$ 11,745,078	\$ 2,220,162	\$ 11,967,568	\$ 44	\$ 11,967,612	18.6%
4000 Federal						
4522 IDEA Preschool	\$ 3,580	\$ -	\$ 3,500	\$ -	\$ 3,500	0.0%
4524 IDEA Part-B	\$ 169,365	\$ -	\$ 165,000	\$ -	\$ 165,000	0.0%
4560 NSLP Lunch Programs	\$ 179,436	\$ -	\$ 165,000	\$ -	\$ 165,000	0.0%
4563 Registered Apprenticeship	\$ 11,842	\$ -	\$ -	\$ -	\$ -	#DIV/0!
4801 Title IA	\$ 91,345	\$ -	\$ 27,000	\$ -	\$ 27,000	0.0%
4860 Title IIA	\$ 25,458	\$ -	\$ 9,500	\$ -	\$ 9,500	0.0%
4805 Title IV	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ 10,000	0.0%
Total 4000:	\$ 491,026	\$ -	\$ 380,000	\$ -	\$ 380,000	0.0%
Total Revenue:	\$ 13,378,074	\$ 2,347,322	\$ 12,988,068	\$ 117	\$ 12,989,149	18.1%

\$3,793 per student x
Oct 1st student count
July allot based 1,008

	Previous Yr's Actuals	Current Yr's Actuals	Approved FY26 Budget	Variance	FY26 Forecast	% of Forecast
Expenses						
100 Salaries						
121 Director & Principals	\$ 342,367	\$ 69,253	\$ 392,427	\$ -	\$ 392,427	17.6%
131 K-5 Teachers	\$ 2,095,990	\$ 287,982	\$ 1,669,700	\$ -	\$ 1,669,700	17.2%
131 6-9 Teachers	\$ 1,096,216	\$ 262,149	\$ 1,528,634	\$ -	\$ 1,528,634	17.1%
131 ESA HB215	\$ -	\$ -	\$ 290,000	\$ -	\$ 290,000	0.0%
131 Special Education Teachers	\$ 272,546	\$ 54,778	\$ 355,540	\$ -	\$ 355,540	15.4%
131 Stipends / Bonuses	\$ 755,923	\$ 76,566	\$ 555,000	\$ -	\$ 555,000	13.8%
132 Substitutes	\$ 111,736	\$ 1,029	\$ 100,000	\$ -	\$ 100,000	1.0%
141 Title I/Curriculum, K5 Writing, Inst Coaches	\$ 227,106	\$ 57,369	\$ 332,506	\$ -	\$ 332,506	17.3%
144 Counselor	\$ 35,327	\$ 4,515	\$ 36,123	\$ -	\$ 36,123	12.5%
145 Librarian	\$ 35,449	\$ 8,667	\$ 42,539	\$ -	\$ 42,539	20.4%
152 Secretarial and Office	\$ 154,685	\$ 33,020	\$ 205,954	\$ -	\$ 205,954	16.0%
161 Paraeducators	\$ 973,488	\$ 109,286	\$ 1,159,763	\$ -	\$ 1,159,763	9.4%
161 SpEd Aides	\$ 152,815	\$ 59,122	\$ 310,000	\$ -	\$ 310,000	19.1%
191 Food Service	\$ 199,946	\$ 15,556	\$ 225,683	\$ -	\$ 225,683	6.9%
184 Admin Technology	\$ 82,570	\$ 13,949	\$ 87,691	\$ -	\$ 87,691	15.9%
182 Custodial & Maintenance	\$ 78,643	\$ 17,681	\$ 68,384	\$ -	\$ 68,384	25.9%
Total 100:	\$ 6,614,807	\$ 1,070,922	\$ 7,359,944	\$ -	\$ 7,359,944	14.6%
200 Benefits						
220 FICA (Social Security & Medicare)	\$ 542,178	\$ 79,525	\$ 559,356	\$ -	\$ 559,356	14.2%
230 Retirement / Other Employee Benefits	\$ 383,193	\$ 69,167	\$ 415,000	\$ -	\$ 415,000	16.7%
241 Health / Life/ FSA	\$ 328,307	\$ 71,324	\$ 396,000	\$ -	\$ 396,000	18.0%
270 Worker's Compensation Fund	\$ 15,818	\$ 2,181	\$ 22,500	\$ -	\$ 22,500	9.7%
280 Unemployment Insurance	\$ 57,808	\$ -	\$ 60,000	\$ -	\$ 60,000	0.0%
Total 200:	\$ 1,327,304	\$ 222,197	\$ 1,452,856	\$ -	\$ 1,452,856	15.3%
300 Prof & Technical Services						
320 Professional Educational Services	\$ 6,960	\$ -	\$ 3,800	\$ -	\$ 3,800	0.0%
320 Special Education Services	\$ 205,902	\$ 3,364	\$ 190,000	\$ -	\$ 190,000	1.8%
330 Employee Training	\$ 55,150	\$ 2,055	\$ 50,000	\$ -	\$ 50,000	4.1%
340 Other Professional Services / Audit	\$ 43,717	\$ 3,250	\$ 20,000	\$ 19,500	\$ 39,500	8.2%
345 Business Services	\$ 236,722	\$ 20,188	\$ 121,128	\$ -	\$ 121,128	16.7%
349 Legal Services	\$ 6,852	\$ 9,043	\$ 10,000	\$ -	\$ 10,000	90.4%
350 Technology Services	\$ 99,299	\$ 28,524	\$ 110,000	\$ -	\$ 110,000	25.9%
Total 300:	\$ 654,602	\$ 66,424	\$ 504,928	\$ 19,500	\$ 524,428	12.7%
400 Purchased Property Services						
411 Water / Sewage / Garbage	\$ 31,776	\$ 7,023	\$ 35,000	\$ -	\$ 35,000	20.1%
430 Repairs & Maintenance	\$ 99,436	\$ 25,137	\$ 65,000	\$ -	\$ 65,000	38.7%
434 Snow Removal & Lawn Care	\$ 19,145	\$ 4,250	\$ 40,000	\$ -	\$ 40,000	10.6%
441 Rental of Land & Buildings (Portables)	\$ 71,144	\$ 11,932	\$ 87,768	\$ -	\$ 87,768	13.6%
443 Lease of Copy Machines	\$ 43,864	\$ 7,808	\$ 48,000	\$ -	\$ 48,000	16.3%
450 Construction Services	\$ 20,000	\$ -	\$ 2,500,000	\$ (2,500,000)	\$ -	#DIV/0!
490 Other Purchased Property Services	\$ 7,342	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Total 400:	\$ 292,707	\$ 56,150	\$ 2,775,768	\$ (2,500,000)	\$ 275,768	20.4%

Renewal 9-10%
approx 50k addit
without staffing
changes

Roger \$1,625 / mnth
Audit 20k

	Previous Yr's Actuals	Current Yr's Actuals	Approved FY26 Budget	Variance	FY26 Forecast	% of Forecast	
500 Other Purchase Services							
513 Student Transportation / Commercial	\$ 1,733	\$ -	\$ 3,000	\$ -	\$ 3,000	0.0%	Nexus Laser Tag: 517-Prepaid
518 Field Trips	\$ 18,817	\$ 518	\$ 19,500	\$ -	\$ 19,500	2.7%	
521 Property Insurance	\$ 22,770	\$ 26,370	\$ 26,370	\$ -	\$ 26,370	100.0%	
522 Liability Insurance	\$ 17,850	\$ 17,900	\$ 17,900	\$ -	\$ 17,900	100.0%	
530 Communication (telephone & other)	\$ 17,205	\$ 2,587	\$ 17,000	\$ -	\$ 17,000	15.2%	
540 Marketing	\$ -	\$ -	\$ 500	\$ -	\$ 500	0.0%	SOEP
561 Student Tuition to other LEAs	\$ 300	\$ -	\$ 1,500	\$ -	\$ 1,500	0.0%	
580 Travel / Per Diem	\$ 2,173	\$ -	\$ 6,000	\$ -	\$ 6,000	0.0%	
Total 500:	\$ 80,848	\$ 47,375	\$ 91,770	\$ -	\$ 91,770	51.6%	
600 Supplies and Materials							
610 Classroom	\$ 75,245	\$ 26,894	\$ 200,000	\$ (50,000)	\$ 150,000	17.9%	
610 Special Education Supplies	\$ 6,105	\$ 7,451	\$ 2,000	\$ 5,451	\$ 7,451	100.0%	
610 Furniture and Fixtures	\$ 38,150	\$ 342	\$ -	\$ -	\$ -	#DIV/0!	
610 Student Appreciation	\$ 2,335	\$ 783	\$ 7,000	\$ -	\$ 7,000	11.2%	
610 Student Activities	\$ 106,571	\$ 4,493	\$ -	\$ 50,000	\$ 50,000	9.0%	
610 Staff Appreciation	\$ 33,271	\$ 11,640	\$ 35,000	\$ -	\$ 35,000	33.3%	
610 Office / Admin Supplies	\$ 24,753	\$ 4,684	\$ 18,000	\$ -	\$ 18,000	26.0%	
630 Food & Supplies - NSLP	\$ 21,378	\$ 32,160	\$ 385,000	\$ -	\$ 385,000	8.4%	
630 Food - Not NSLP	\$ 384,898	\$ -	\$ 25,000	\$ -	\$ 25,000	0.0%	
621 Natural Gas	\$ 18,661	\$ 380	\$ 25,000	\$ -	\$ 25,000	1.5%	
622 Electricity	\$ 68,823	\$ 11,999	\$ 85,000	\$ -	\$ 85,000	14.1%	
641 Textbooks & Curriculum	\$ 173,751	\$ 154,015	\$ 200,000	\$ -	\$ 200,000	77.0%	
644 Library Books & Materials	\$ 7,121	\$ 1,030	\$ 5,500	\$ -	\$ 5,500	18.7%	
650 Technology Related Supplies	\$ 282,708	\$ 1,336	\$ 300,000	\$ -	\$ 300,000	0.4%	
670 IT Software / Library / SpEd Embrace	\$ 73,188	\$ 29,873	\$ 60,000	\$ -	\$ 60,000	49.8%	
680 Maintenance & Janitorial	\$ 33,425	\$ 1,417	\$ 35,000	\$ -	\$ 35,000	4.0%	
Total 600:	\$ 1,350,383	\$ 288,497	\$ 1,382,500	\$ 5,451	\$ 1,387,951	20.8%	
700 Property, Equipment							
710 Land and Site Improvements	\$ 110,981	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
733 Furniture and Fixtures	\$ 23,463	\$ 4,366	\$ 15,000	\$ -	\$ 15,000	29.1%	
734 Technology Related Hardware	\$ 54,273	\$ 8,449	\$ 20,000	\$ -	\$ 20,000	42.2%	
739 NSLP Equipment & Furniture	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
740 Cap Ex (Savings)	\$ -	\$ -	\$ 200,000	\$ -	\$ 200,000	0.0%	
Total 700:	\$ 188,717	\$ 12,815	\$ 235,000	\$ -	\$ 235,000	5.5%	
800 Debt Service and Misc							
810 Dues and Fees	\$ 20,837	\$ 9,871	\$ 45,000	\$ -	\$ 45,000	21.9%	
830 Interest	\$ 481,700	\$ 77,172	\$ 462,106	\$ -	\$ 462,106	16.7%	
840 Redemption of Principal	\$ 300,000	\$ 52,605	\$ 315,000	\$ -	\$ 315,000	16.7%	
833 Bond Fees	\$ 11,300	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
850 Miscellaneous	\$ 312,274	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
Total 800:	\$ 1,126,111	\$ 139,648	\$ 822,106	\$ -	\$ 822,106	17.0%	
Total Expenses:	\$ 11,635,479	\$ 1,904,027	\$ 14,624,872	\$ (2,475,049)	\$ 12,149,823	15.7%	
Net Income:	\$ 1,742,595	\$ 443,295	\$ (1,636,804)	\$ 2,475,166	\$ 839,326	52.8%	
				3% Goal	\$ 389,674		



Quest Academy
Board of Directors Closed Session Statement

Meeting Date: 09/08/2026
Location: Electronic Meeting via Zoom

Closed Session Sworn Statement:

At a duly noticed public meeting held on the date listed above, the board of directors for Quest Academy entered into 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. 52-4-1(1)(a).

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

Signed electronically on the 8th day of September, 2026.

Board Chair

Policy Summary — September 8, 2026 Board Meeting

Prepared by	Alliant Charters, on behalf of Quest Academy
Policies presented	Bullying & Hazing (redline); Suicide Prevention (new); Wellness (redline); Health and Welfare (conforming redline); Attendance, Absenteeism, and Truancy Prevention (redline); PTO and Catastrophic Leave (repeal stand-alone policy, merge into Employee Handbook) — six board actions total
Drafts to Administration	Monday, August 31, 2026
Final policies to the Board	Thursday, September 3, 2026

Overview

Policy	Type	Driving Authority	Key Change
Bullying & Hazing Policy	Redline (22 items)	S.B. 223 (2025), eff. 5/7/2025; R277-613, amended eff. 10/8/2025	Replaces the repealed statutory definition of "bullying"; adds a required June 30 annual report to the State Superintendent (currently missing entirely); adds nonconsensual-intimate-image prohibition, appeals process, and SafeUT/Public Education Hotline reporting language.
Suicide Prevention Policy	New stand-alone	Utah Code §§ 53G-9-604, -702, -704; R277-620	Consolidates scattered provisions from the Wellness Policy into one governing document with a named coordinator, staff training cadence, warning-signs protocol, SafeUT/988 referral procedures, confidentiality standard, postvention plan, and re-entry process. Elective governance strengthening — Quest's own May 2026 board deck named this the #1 safety priority left undelivered.
Wellness Policy	Redline (15 items)	7 C.F.R. § 210.31; R277-719-6; Utah Code § 53G-9-208	Resolves a duplication in which two Quest documents each governed wellness with conflicting provisions. Designates the stand-alone Wellness Policy as the School's single governing local school wellness policy; corrects a reversed sunscreen-law statement, removes triplicated AED/CPR text, and clears template placeholders and a still-live "DRAFT" stamp.
Health and Welfare Policy	Conforming redline (4 items) — Part B of the Wellness Policy	Utah Code Title 53G, Ch. 9, Part 4 (Health Examinations); § 53G-9-404, as amended by H.B. 351 (2026); R277-719-6	Companion amendment required to complete the Wellness Policy fix — see "Health and Welfare Policy" section below. Removes the document's duplicate Wellness and Cardiac Response

	Redline document		content (superseded by the Wellness Policy and the Cardiac Emergency Response Plan Policy, respectively); corrects a stale citation to Title 53A (recodified in 2018); corrects an over-scoped Health Screening Follow-Up provision to match H.B. 351's actual vision-only, 30-day phone/email trigger; adds a one-sentence scope note. Health Examinations and screening follow-up remain in this Policy — they are not moved elsewhere.
Attendance, Absenteeism, and Truancy Prevention Policy	Redline (19 items) of the existing merged policy	S.B. 58 (2026) ch. 218; H.B. 145 (2026) ch. 176; H.B. 502 (2026) ch. 206; R277-419; R277-607	Implements the Director's determination that attendance will not factor into report card grades, including an on-the-record Board finding required after H.B. 502 repealed the prior opt-out mechanism. Removes an existing attendance-driven "U" citizenship mark, a truancy citation fee schedule with no statutory basis, and citations to Title 53A (recodified in 2018).
PTO and Catastrophic Leave Policy	Repeal (stand-alone policy); merge into Employee Handbook	Board governance action — not legislatively driven; conforms to terms already in force under the Employee Agreement	Repeals the stand-alone PTO and Catastrophic Leave policy and merges its terms into the Employee Handbook: updates the Paid Time Off (PTO) and PTO Carryover sections with the actual grant, blackout-date, carryover, and cash-out terms, and adds a new Catastrophic Leave section (previously absent from the Handbook). Administrative consolidation — no change to employee entitlements.

Sequencing Note for the Board Agenda

The Wellness Policy redline cross-references the new Suicide Prevention Policy in place of the suicide-related content it previously carried. For that cross-reference to resolve to an actually-adopted document, the Suicide Prevention Policy should be adopted at or before the point in the meeting when the Wellness Policy is adopted. Recommend sequencing Suicide Prevention immediately ahead of Wellness on the agenda.

Health and Welfare Policy — Why It Is Being Amended

Utah Code Title 53G, Chapter 9 is itself titled "Health and Welfare," and is the source chapter for several of Quest's other policies, including Bullying (Part 6) and Suicide Prevention (Part 7). Quest's Health and Welfare Policy is not a duplicate of the Wellness Policy in concept — it is the right home for student health examinations and screenings under Part 4 of that chapter, a subject no other Quest policy covers. It became duplicative only because a full copy of the Wellness Policy's nutrition, physical activity, and physical education content, plus a copy of the Cardiac Response content now superseded by the Cardiac Emergency Response Plan Policy, had also been pasted into it.

Adopting the new Wellness Policy without also amending Health and Welfare would not fix that duplication — it would just leave a second, conflicting wellness document on file. The conforming redline (Part B of the Wellness Policy Redline document) removes the duplicate content, corrects a stale reference to Title 53A (recodified in 2018), and corrects an over-scoped Health Screening Follow-Up provision so it matches H.B. 351's actual vision-only, 30-day phone/email requirement. Health Examinations and the corrected Health Screening Follow-Up section remain in Health and Welfare — they are not relocated.

Because Health and Welfare is itself an adopted board policy, this amendment requires Board approval like any other policy change. Recommend the motion explicitly name both documents — for example: "Adopt the Wellness Policy as redlined, together with the conforming amendment to the Health and Welfare Policy" — rather than assuming a vote on the Wellness Policy alone covers both.

Items Requiring Administration Confirmation Before Adoption

Facility count is resolved: Quest operates multiple buildings at a single location. The Wellness Policy redline's Committee Roster and stock-albuterol provisions have been updated accordingly (see Wellness Policy Redline, Part A).

- Wellness fitness-education minutes: the redline retains 75 minutes/week as the School's single figure (no state minimum applies). Confirm this reflects Quest's actual elementary schedule.

Verified Legislative Status

Bill status was independently verified for this packet rather than assumed, since several 2026 General Session education bills reached Senate Rules and did not pass. Confirmed enacted and incorporated: S.B. 223 (2025), S.B. 58 (2026) ch. 218, H.B. 145 (2026) ch. 176, H.B. 502 (2026) ch. 206, and the R277-613/R277-607/R277-419 rule amendments effective October 8, 2025 and August 7, 2026, respectively. Confirmed died and NOT incorporated: H.B. 350 (2026, food additives exemption repeal) and H.B. 440 (2026, school lunch/recess amendments) — neither imposes any obligation on Quest.

Bullying & Hazing Policy

Redline key: ~~deleted text~~ inserted text

~~Approved: December 10, 2024~~

Approved: December 10, 2024

Revised: September 8, 2026

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.~~

Students and School employees are prohibited from sharing a recording of an act of bullying, cyber-bullying, hazing, abusive conduct, or retaliation in order to impact or encourage future incidents. This restriction does not prevent a student from sharing a recording of an incident or of abusive conduct with a teacher or administrator as part of reporting the incident, or in response to a request from a teacher or administrator for the recording.

A School employee or student shall not create or distribute sexually explicit or nonconsensual intimate images.

Students and School employees are expected to practice safe digital citizenship. Conduct that violates the prohibitions of this policy is not excused because it occurred through the use of technology, a personal device, or an account not owned or administered by the School.

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:~~

~~causing physical or emotional harm to the School employee or student;~~

~~causing damage to the School employee's or student's property;~~

~~placing the School employee or student in reasonable fear of:~~

~~harm to the School employee's or student's physical or emotional well-being; or~~

~~damage to the School employee's or student's property;~~

~~creating a hostile, threatening, humiliating, or abusive educational environment due to:~~

~~the pervasiveness, persistence, or severity of the actions; or~~

~~a power differential between the bully and the target; or~~

~~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.~~

Bullying – For purposes of this policy, "bullying" means student bullying and staff bullying.

Staff Bullying – "Staff bullying" means a School employee, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against a student or another School employee, or engaging in a single egregious act toward another employee involving an imbalance of power, that creates an environment that a reasonable person would find hostile, threatening, or humiliating, and substantially interferes with a student's or employee's educational or professional performance, opportunities, or benefits. "Staff bullying" does not mean ordinary teasing, horseplay, argument, or peer conflict; reasonable correction of behavior by a School employee; or reasonable coaching strategies and techniques by a School employee who is a coach.

Student Bullying – "Student bullying" means one or more students, with the intent to cause harm, repeatedly committing a written, verbal, or physical act against another student, or engaging in a single egregious act toward another student involving an imbalance of power, that creates an environment that a reasonable person would find hostile and interferes with a student's educational performance, opportunities, or benefits. "Student bullying" does not mean ordinary teasing, horseplay, argument, or peer conflict; reasonable correction of behavior by a School employee; or reasonable coaching strategies and techniques by a School employee who is a coach.

Accountability Practice – Any evidence-based practice that increases academic outcomes and decreases behavior that disrupts the learning environment, holding students accountable for their actions by requiring them to take responsibility to repair harm and provide restitution when appropriate. Includes adapting instruction, behavior engagement plans, and restorative practices.

Allegation – A claim or assertion that someone has engaged in a reported incident that has not been verified by a formal process.

Restorative Justice Practice – A discipline practice that brings together students, School personnel, families, and community members to resolve conflicts, address disruptive behaviors, promote positive relationships, and promote healing.

Safe Digital Citizenship – Has the same meaning as in Utah Code § 53G-7-1202(1)(a).

School Designee – A School administrator or designee assigned to receive and investigate allegations, notify parents or guardians and persons involved, and oversee action plans. The Director is the School designee unless the Director designates another School administrator in writing.

~~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.~~

Civil Rights Violation – For purposes of this policy, "civil rights violation" means a violation as outlined in the following federal laws: Title VI of the Civil Rights Act of 1964 (race, color, national origin); Title IX of the Education Amendments of 1972 (sex); Section 504 of the Rehabilitation Act of 1973 (disability); or Title II of the Americans with Disabilities Act of 1990 (disability).

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:~~

~~Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin;~~

~~Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex;~~

~~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.~~

~~Other areas included under these acts which include religion, gender, and sexual orientation.~~

Federally Protected Class – For purposes of this policy, "federally protected class" means a group or characteristic protected from discrimination under a federal law listed in the definition of "civil rights violation" above.

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:

(a) endangers the mental or physical health or safety of a School employee or student;

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;

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

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

(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.

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:

as retribution against a person for reporting bullying or hazing; or

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:

a School teacher;

a School staff member;

a School administrator; or

an individual:

who is employed, directly or indirectly, by the School; and

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.~~

Students who have been subjected to or witnessed bullying, cyber-bullying, hazing, or retaliation, and students who have witnessed abusive conduct, are strongly encouraged to promptly report such prohibited conduct to any School employee orally or in writing. School employees who receive reports of such prohibited conduct must report them to the Director or the School designee.

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 Director orally or in writing.

Each report of prohibited conduct shall include:

the name of complaining party;

the name of person subjected to the prohibited conduct (if different than complaining party);

the name of perpetrator (if known);

the date and location of the prohibited conduct; and

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 Director 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 Director 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.~~

The Director or his/her designee shall report to the U.S. Department of Education, Office for Civil Rights (OCR) all acts of bullying, hazing, cyber-bullying, abusive conduct, or retaliation that the Director or designee reasonably determines may be violations of a student's or employee's civil rights. The Director shall determine and document, for each allegation involving a student's membership in a federally protected class, whether the allegation will be investigated and reported as a civil rights violation.

The School shall establish and post on its website: (a) procedures allowing for anonymous or in-person reporting of bullying, cyber-bullying, hazing, retaliation, or abusive conduct; and (b) the name and position of the School designee to receive reports.

Students, parents or guardians, and School employees are encouraged to submit written complaints to ensure that the School designee is adequately informed of all details relevant to the complaint. Complaints may also be submitted through the SafeUT application or the Utah State Board of Education's Public Education Hotline. A complaint submitted through SafeUT or the Public Education Hotline is treated as a report under this policy upon receipt by the School.

All information received in a complaint, including the name of the complainant, shall be treated with the utmost confidence to the extent possible. The Director or his/her designee shall notify the complainant before revealing the complainant's name, unless the complaint was submitted anonymously.

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 Director or his/her designee will investigate such allegations and will have adequate training to conduct such an investigation. The Director 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:

the students subjected to the alleged incident;

the individual who is alleged to have engaged in the prohibited conduct;

the parents or guardians of the students subjected to the alleged incident and the individual who is alleged to have engaged in prohibited conduct;

any witnesses;

School staff familiar with the student subjected to the alleged incident;

School staff familiar with the individual who is alleged to have engaged in prohibited conduct; or

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 Director or School designee shall keep a written record of the date and time individuals were interviewed, which individuals were interviewed (unless an individual requested to remain anonymous), the physical evidence reviewed, and the manner in which that evidence was reviewed. Physical evidence shall be reviewed consistent with search and seizure law applicable to schools.

If a School employee, agent, or school resource officer believes a student is at risk of harming themselves or others, the School employee, agent, or school resource officer may intervene and ask the student questions regarding the student's thoughts of harming self or others for the purposes of referring the student to appropriate prevention services and informing the student's parent or guardian.

The School will report alleged incidents of bullying, cyber-bullying, hazing, retaliation, and abusive conduct to law enforcement when the Director 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:

inform parents or guardians when an investigation is concluded;

inform parents or guardians what safety measures will be in place for their child, as determined by the investigation;

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

~~inform parents or guardians of the School's Parent Grievance Policy if the parents or guardians disagree with the resolution of the investigation.~~

inform parents or guardians of the outcome of the investigation; and

inform parents or guardians of the appeal options described in the Appeals section of this 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 Director may, if he/she determines it is appropriate:

take positive restorative justice practice action in accordance with policies established by the School;

provide supportive services designed to preserve the student's access to educational opportunities and a sense of safety; or

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: the student threatens suicide; or 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 Director or his/her designee will timely notify a student's parent or guardian that the student was involved in an incident of bullying, cyber-bullying, hazing, abusive conduct, or retaliation, and of the action plan to address the incident. Notification is required whether the student was subjected to the incident or is an individual alleged to have engaged in the prohibited conduct, and the duty to notify the parent or guardian of an individual alleged to have engaged in prohibited conduct arises upon the allegation and does not depend upon verification.

The Director or his/her designee will also timely notify a student's parent or guardian if the student threatens suicide or otherwise expresses suicidal ideation.

The timeliness of notification may vary depending on the circumstances of an incident. However, if the Director, the School designee, or a School employee believes that a situation exists which presents a serious threat to the well-being of a student, that individual shall notify the student's parent or guardian without delay, before the end of the school day.

~~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 Director or his/her designee will notify the student's parent or guardian by: (a) calling the parent or guardian and sending a follow-up email, which is the preferred method for delivering this notification; or (b) if unable to connect telephonically, calling the parent or guardian and leaving a voicemail, and sending a follow-up email.

The Director or his/her designee who notifies a parent or guardian under this section shall keep an incident report that includes a record verifying that notification was provided to the parent or guardian of each student involved. The record of notification must include the date and time of notification, the manner of notification, and an indication of the type of incident. The incident report may be disclosed to the parents or guardians and students involved, but may not be disclosed to any other person or entity except when required by a valid court order.

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

verifies that the School notified each parent or guardian as required above. If an in-person meeting takes place, the Director 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 Director 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 Director or his/her designee will retain a copy of the email; and

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 Director or his/her designee will provide the parent or guardian with the following:

suicide prevention materials and information as recommended by the Utah State Board of Education in accordance with Utah Code § 53G-9-604(2)(b);

information on ways to limit a student's access to fatal means, including firearms or medication; and

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:

with respect to the student to whom the incident was directed and in direct coordination with the student's parent or guardian:

a tailored response to the incident that addresses the student's needs;

a mechanism to consider consequences or accommodations the student may need regarding decreased exposure or interactions with the student who caused the incident;

notification of the consequences and plan to address the behavior of the student who caused the incident;

support measures designed to preserve the student's access to educational services and opportunities; and

to the extent available, access to other resources the parent requests for the student; and

with respect to the student who caused the incident and in direct coordination with the student's parent or guardian:

a range of tailored and appropriate consequences, making reasonable effort to preserve the student's access to educational services and activities;

a process to determine and provide any needed resources related to the underlying cause of the incident;

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

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:

educational schedule or placement; or

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:

the outcome of the School's investigation (if not already provided at the conclusion of the investigation);

a discussion of safety considerations for the student who is the subject of the incident; and

an explanation of the School's process for addressing the incident.

The Director 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

In determining the appropriate response to a student who has been found to have engaged in a verified incident, the School shall consider: the development and maturity levels of the parties involved; the impact of the harm; the surrounding circumstances; past incidents or past continuing patterns of behavior; the relationships between the parties involved; and the level of disruption in, or interference with, the orderly operation of the School.

A verified violation of the prohibitions of this policy may result in a discipline plan consistent with R277-609; the use of restorative justice practices consistent with R277-613; the use of accountability practices; the provision of supportive services designed to preserve the student's

access to educational opportunities and a sense of safety; or other action against a student or School employee as appropriate.

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.

Nothing in this policy prohibits expressive activity protected by the First Amendment to the United States Constitution, and nothing in this policy is intended to infringe upon the right of a School employee, parent or guardian, or student to exercise the right of free speech. However, if off-campus speech that may constitute an incident of bullying, cyber-bullying, or hazing creates a substantial disruption to the School environment, the School may take disciplinary action against the student who initiated the speech.

Grievance Process for School Employees

As explained above, a School employee who has experienced abusive conduct must report the abusive conduct to the School Director orally or in writing. If the School employee is not satisfied with the Director 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.

The School is required by Utah Code § 53G-9-606(2) and R277-613-5(12) to report the following annually, on or before June 30, to the State Superintendent of Public Instruction in accordance with the Superintendent's submission requirements:

a copy of the School's policy required in Section R277-613-4;
implementation of the signed statement requirement described in Utah Code § 53G-9-605(3)(j);
verification of the School's training of School employees relating to bullying, cyber-bullying, hazing, retaliation, and abusive conduct described in Utah Code § 53G-9-607;
verified incidents of student bullying, cyber-bullying, hazing, and retaliation; and
the number and type of incidents described above that include a student who was allegedly targeted based on the student's actual or perceived characteristics, including disability, race, national origin, religion, sex, gender identity, or sexual orientation, including the federal reporting requirements for civil rights violations.

The Director or his/her designee is responsible for preparing and submitting the report described in this section, and shall confirm to the Board, at the Board's first regular meeting following June 30 each year, that the report has been submitted.

Reporting under this section shall comply with Title 53E, Chapter 9, Part 2, Student Privacy; Title 53E, Chapter 9, Part 3, Student Data Protection; FERPA, 20 U.S.C. § 1232g; and 34 C.F.R. Part 99.

~~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.~~

Appeals

Investigative procedures conducted under this policy may be appealed by both complainants and individuals alleged to have engaged in prohibited conduct, in accordance with the School's Parent Grievance Policy or Staff Grievance Policy, as applicable. The purpose of an appeal is to determine whether the investigative procedures outlined in this policy were followed. An appeal may also be filed to introduce new evidence that was not available during the investigation. If an appeal does not introduce new evidence or allege a violation of the investigative procedures of this policy, it will be denied. Disagreement with the outcome of an investigation or with an investigator's interpretation of the facts is not grounds for an appeal under this policy.

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

The Director or his/her designee will inform the parents or guardians of each student involved in an incident of the appeal options available under this section at the time the parents or guardians are notified that an investigation has concluded.

Additional Provisions

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

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.

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:

end the bullying, cyber-bullying, or hazing;

eliminate any hostile environment; and

prevent its recurrence.

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

If the Director believes that it would be in the best interests of the individuals involved, the Director 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 Director 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 Director 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:

bullying, cyber-bullying, hazing, retaliation, and abusive conduct;

discrimination under the following federal laws:

Title VI of the Civil Rights Act of 1964;

Title IX of the Education Amendments of 1972;

Section 504 of the Rehabilitation Act of 1973; and

Title II of the Americans with Disabilities Act of 1990;

how bullying, cyber-bullying, hazing, retaliation, and abusive conduct are different from discrimination and may occur separately from each other or in combination;

~~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~~
~~the right of free speech and how it differs for students, employees, and parents or guardians.~~
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;

the right of free speech and how it differs for students, employees, and parents or guardians; and
safe digital citizenship, as defined in Utah Code § 53G-7-1202(1)(a), including the prohibition on creating or distributing sexually explicit or nonconsensual intimate images.

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:

new school employees, coaches, and volunteers within the first year of employment or service;

all School employees, coaches, and volunteers at least once every three years after the initial training; and

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

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.~~

The Director 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. The Director or his/her designee shall also provide training to School employees who investigate allegations, oversee the implementation of each action plan, monitor implementation of the communication requirements of each action plan, and assist with case-specific needs.

Distribution of Policy and Signed Acknowledgement

The Director 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.

Suicide Prevention Policy

1. Purpose

Quest Academy (the "School") is committed to protecting the safety and well-being of every student. Suicide is a leading cause of death among Utah youth, and school personnel are uniquely positioned to recognize warning signs, respond appropriately, and connect students and families to help. The purpose of this Policy is to establish a comprehensive, coordinated approach to youth suicide prevention, intervention, and postvention consistent with Utah Code §§ 53G-9-604, 53G-9-702, and 53G-9-704, and to consolidate into a single governing document the standards previously scattered across the School's Wellness Policy and Bullying & Hazing Policy.

While Utah Code § 53G-9-702 requires a youth suicide prevention program in the School's secondary grades (grades 7 through 9, as Quest does not enroll grades 10-12), the Board has determined that prevention education, staff training, and warning-signs awareness are appropriate school-wide, from kindergarten through grade 9, given that risk factors and early warning signs can emerge well before adolescence.

This Policy does not replace the clinical judgment of licensed mental health professionals, law enforcement, or emergency medical personnel, and nothing in this Policy is intended to delay a 911 call or other emergency response when a student is in imminent danger.

2. Definitions

- "Crisis" means a situation in which a student exhibits warning signs of suicide risk, self-harm, or a mental health emergency requiring immediate attention.
- "Director" means the School's chief administrator, or the Director's designee, and performs the role assigned to a "principal" or "school administrator" under Utah statute and rule.
- "Intervention" means an effort to prevent a student from attempting suicide, including risk screening, safety planning, and referral to services, as defined in Utah Code § 53G-9-702(1)(a).
- "Postvention" means the coordinated response following a suicide attempt or death intended to support the school community, mitigate trauma, and reduce the risk of suicide contagion, as defined in Utah Code § 53G-9-702(1)(b).
- "Prevention" means proactive, evidence-based education, awareness, and protective-factor-building efforts intended to reduce suicide risk before warning signs emerge.
- "Re-Entry" means the coordinated, individualized process of returning a student to school following a suicide attempt, psychiatric hospitalization, or other mental-health-related absence.
- "SafeUT" means the SafeUT Crisis Line established under Utah Code § 53B-17-1202, providing 24/7 confidential crisis intervention, including suicide prevention, and confidential tip reporting via the SafeUT mobile application.
- "Self-Harm" means deliberate, direct injury to one's own body without suicidal intent.

- "Suicidal Ideation" means thoughts of engaging in behavior intended to end one's own life, ranging from fleeting thoughts to a specific plan.
- "Suicide Prevention Coordinator" means the School employee designated under Section 3 of this Policy to oversee implementation of this Policy.
- "Warning Signs" means the behavioral, verbal, and situational indicators described in Section 6 of this Policy that may indicate a student is at risk of suicide or self-harm.
- "988" means the 988 Suicide & Crisis Lifeline, the national three-digit crisis line available by call, text, or chat.

3. Designated Staff Roles

Director. The Director shall have overall responsibility for implementation of this Policy at the School, including ensuring staff training, coordinating with the School's Threat Assessment Team ("TAT") where a report involves both self-directed and other-directed risk, and reporting annually to the Board as described in Section 12.

Suicide Prevention Coordinator. The Director shall designate a Suicide Prevention Coordinator (which may be the School Counselor or Mental Health Coordinator serving on the TAT). The Coordinator shall: (a) serve as the School's primary point of contact for suicide-risk reports; (b) coordinate risk screenings, safety planning, and referrals; (c) maintain required documentation consistent with Section 9; (d) serve as the School's liaison to the state Public Education Suicide Prevention Coordinator described in Utah Code § 53G-9-702(3); and (e) coordinate the School's SafeUT Priority Contact List.

SafeUT Designated Contacts. The Director shall maintain at least three SafeUT Designated Contacts in the School's SafeUT profile, and shall review the Priority Contact List for accuracy at least annually.

All Staff. Every employee is a mandatory reporter of suicide risk. Any staff member who becomes aware that a student may be at risk of suicide or self-harm shall immediately notify the Suicide Prevention Coordinator or Director, or, in an emergency, call 911.

4. Staff Training

Consistent with Utah Code § 53G-9-704 and Utah Admin. Code R277-620:

- All licensed employees shall complete a minimum of two (2) hours of evidence-based suicide-prevention professional development at least every three (3) years, using training approved or recognized by the Utah State Board of Education (e.g., QPR, Mental Health First Aid, SOS Signs of Suicide, ASIST, or an equivalent evidence-based program).
- New licensed employees shall complete this training within their first year of employment.
- The Suicide Prevention Coordinator, School Counselor(s), and any member of the TAT shall complete more intensive gatekeeper training beyond the two-hour minimum, given their frontline role in risk assessment.

- Coaches, athletic trainers, and extracurricular sponsors shall receive suicide-warning-signs awareness training consistent with the training already required under the Bullying & Hazing Policy.
- The School shall make suicide-prevention training opportunities available to parents/guardians on at least an annual basis, consistent with Utah Code § 53G-9-702.
- The School shall maintain training completion records and provide them to the Utah State Board of Education upon request.

5. Prevention and Education Program for Students

In the School's secondary grades (7-9), the School shall implement a youth suicide prevention program consistent with Utah Code § 53G-9-702(2), addressing, at minimum:

- bullying and cyberbullying;
- prevention of youth suicide;
- increased suicide risk among youth who experience family rejection, including LGBTQ youth;
- youth suicide intervention;
- postvention for family, students, and faculty;
- underage drinking of alcohol; and
- methods of strengthening family and school/community relationships.

For all grades K-9, the School shall incorporate age-appropriate mental and emotional health instruction as part of the Utah Core Standards for Health Education, and shall promote protective factors — connectedness, resilience, and healthy coping skills — as part of its universal (Tier 1) prevention efforts, coordinated with the School's Bullying & Hazing Policy and Student Conduct and Discipline Policy.

The School may administer validated mental health screening tools addressing depression, anxiety, and suicidal ideation only with active written parental consent and only in accordance with Utah Admin. Code R277-625 and Utah Code § 53F-2-522.

6. Warning Signs and Staff Response Protocol

Staff shall be trained to recognize warning signs, which may include: talking about wanting to die or to kill oneself; looking for a way to kill oneself; talking about feeling hopeless or having no reason to live; talking about being a burden to others; increased use of alcohol or drugs; acting anxious, agitated, or reckless; withdrawing or feeling isolated; extreme mood swings; giving away prized possessions; and a sudden calm following a period of depression.

Upon observing a warning sign or receiving a report (from a student, parent, staff member, or via SafeUT), staff shall follow this protocol:

- Do not leave the student alone. A staff member shall remain with the student until the student is transferred to the Suicide Prevention Coordinator, Director, or emergency responders.

- Immediately notify the Suicide Prevention Coordinator or Director. If there is an imminent risk of harm, call 911 first.
- Initial risk inquiry. The Suicide Prevention Coordinator (or a trained designee) shall conduct a risk inquiry with the student, which may include direct questions about suicidal thoughts, plans, means, and intent, consistent with the authority described in Section 8.
- Safety planning. Where risk is identified but not imminent, the Suicide Prevention Coordinator shall develop a safety plan with the student and, except as provided in Section 8, the student's parent/guardian.
- Referral. The Suicide Prevention Coordinator shall provide referral information for community mental health providers and connect the family with SafeUT and 988 resources as described in Section 7.
- Coordination with Threat Assessment Team. If the report also involves a threat of harm to others, the Suicide Prevention Coordinator shall notify the TAT and proceed consistent with the Threat Assessment Policy.
- Documentation. The response shall be documented consistent with Section 9.

7. Referral Procedures

The School shall connect students and families to the following resources as part of any suicide-risk response:

- SafeUT Crisis Line — available 24/7 by phone, text, or chat through the SafeUT mobile application, for the student, parents, or staff.
- 988 Suicide & Crisis Lifeline — available 24/7 by call, text, or chat, for anyone experiencing a mental health crisis.
- 911 — for any imminent risk of harm.
- Community mental health providers — the Suicide Prevention Coordinator shall maintain a current referral list of local mental health providers and crisis stabilization services.
- Utah Department of Health and Human Services / Division of Substance Abuse and Mental Health resources, including the Utah Suicide Prevention Program.

The Suicide Prevention Coordinator shall provide the referral resources described above, in writing, to the parent/guardian of any student identified as at risk, in addition to the notification required under Section 8.

8. Parent/Guardian Notification

Consistent with, and not in conflict with, the notification standard already adopted in the School's Bullying & Hazing Policy under Utah Code § 53G-9-604:

- The Director or the Director's designee (which may be the Suicide Prevention Coordinator) shall timely notify a student's parent or guardian if the student threatens suicide, or if School staff otherwise reasonably believe the student is at risk of attempting suicide or engaging in physical self-harm.

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- Notification shall be attempted first by telephone, with email notification if the parent/guardian cannot be reached by phone, consistent with the process in the Bullying & Hazing Policy.
 - In addition to notification, the School shall provide the parent/guardian with: (a) suicide prevention materials and information as recommended by the Utah State Board of Education under Utah Code § 53G-9-604(2)(b); (b) information on ways to limit the student's access to fatal means, including firearms and medication; and (c) the referral resources described in Section 7.
 - The School shall produce and maintain a record verifying that notification was provided, consistent with Section 9.
 - Parental consent is not required before School staff may ask a student direct questions about suicidal thoughts, plans, or self-harming behavior for purposes of assessing risk and making a referral; however, the parent/guardian shall be notified immediately following such an inquiry as described above.

This Section governs the same notification obligation addressed in the Bullying & Hazing Policy's Parental Notification section; the two policies impose one consistent standard, not two.

9. Confidentiality and Recordkeeping

- Records generated under this Policy — risk inquiries, safety plans, notification records, and re-entry plans — shall be maintained in a confidential file, separate from the student's general education record where appropriate, and shall be treated as protected student education records consistent with FERPA (20 U.S.C. § 1232g), 34 C.F.R. Part 99, and Utah Code Title 53E, Chapter 9.
- Access to records under this Policy shall be limited to the Director, Suicide Prevention Coordinator, TAT members with a documented need to know, and School Counselor(s) directly involved in the student's care.
- Notification records shall be retained at least as long as the student is enrolled at the School and shall be provided to the student, or expunged upon the student's request following graduation, consistent with Utah Code § 53G-9-604(5).
- Staff and students interviewed as part of a risk inquiry shall be informed that details must be kept confidential to the extent allowed by law, except as necessary to protect student safety, respond to a court order or subpoena, or comply with mandatory reporting law.
- Nothing in this Section limits a staff member's duty to report suspected abuse or neglect under Utah's mandatory reporting laws.

10. Postvention

Following a suicide death or attempt involving a member of the School community, the Director shall activate the School's crisis response consistent with USBE's "Healing Our Schools After a Loss" guidance, including:

- convening the Suicide Prevention Coordinator, School Counselor(s), and, where relevant, the TAT and School's crisis response team within 24 hours to plan an immediate and coordinated response;
- providing accurate, careful communication to staff, students, and families that follows recommended safe-messaging guidelines and avoids sensationalizing or providing details of method;
- identifying and providing additional support to students and staff believed to be at elevated risk due to their relationship with the deceased or affected student, for a minimum of the following school year, with heightened attention around anniversaries and emotionally significant dates;
- coordinating with the family regarding memorialization requests consistent with recommended safe-messaging practices, while respecting the family's grief;
- providing referral resources (Section 7) to affected students, staff, and families; and
- documenting the postvention response and reviewing it with the Board in a de-identified format consistent with Section 12.

11. Re-Entry After Crisis or Hospitalization

Because youth are at heightened risk of suicide in the period following an attempt or inpatient psychiatric care, the School shall implement an individualized re-entry process for any student returning to school after a suicide attempt, psychiatric hospitalization, or other mental-health-related crisis absence:

- Prior to the student's return, the Suicide Prevention Coordinator shall meet with the parent/guardian (and, where appropriate and consented to, the student's outside treatment provider) to develop a written re-entry plan.
- The re-entry plan shall address, as applicable: a graduated return-to-school schedule; academic accommodations during the transition; identification of a trusted adult check-in contact at school; a safety plan for the school setting; and a communication plan between the School and the family/provider.
- The re-entry plan shall be developed collaboratively and shall not require the student to disclose more information than the family is willing to share, consistent with confidentiality protections in Section 9.
- The School shall follow up with the family within 30 calendar days of the student's return to assess how the transition is going and adjust the plan as needed.
- This Section applies in addition to, and does not replace, any evaluation obligations that may arise under Section 504 or the Individuals with Disabilities Education Act.

12. Annual Review and Reporting

The Suicide Prevention Coordinator shall provide the Director an annual, de-identified summary of: training completion rates; the number of risk inquiries and referrals made; postvention activations, if any; and recommendations for program improvement. The Director shall present

this summary to the Board annually. The Board shall review this Policy at least annually and shall update it as new state guidance, model programs, or legal requirements are issued.

13. Distribution

This Policy shall be posted on the School's website and provided to staff, students (in an age-appropriate summary), and parents/guardians annually, consistent with the distribution practices already established under the Bullying & Hazing Policy.

Health and Welfare Policy

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Scope. This Policy implements the portions of Utah Code Title 53G, Chapter 9 ("Health and Welfare") that are not separately governed by another Quest Academy policy. Nutrition, physical activity, and physical education are governed by the Wellness Policy. Bullying, cyber-bullying, hazing, and retaliation are governed by the Bullying & Hazing Policy. Youth suicide prevention is governed by the Suicide Prevention Policy. Cardiac emergency preparedness is governed by the Cardiac Emergency Response Plan Policy. This Policy governs student health examinations and screenings, sun safety, and other Chapter 9 subjects not otherwise assigned.

Health Examinations

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.~~

As required by Utah Code Title 53G, Chapter 9, Part 4 (Health Examinations), including Utah Code § 53G-9-404, 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 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

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.

Wellness

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:

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.

No soda will be provided or allowed to students at any time during school, including at lunch time.

No birthday treats will be allowed to be brought in for distribution in class.

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.

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 may be encouraged to assist with 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.~~

Cardiac Response

~~The School shall maintain at least one automated external defibrillator (AED) per school site. The AED shall be examined monthly and a minimum of two employees shall be certified in CPR/AED.~~

~~Cardiac emergency preparedness—including AED placement and inspection, CPR/AED training, response team designation, and drill schedule—is governed by the Cardiac Emergency Response Plan Policy adopted under SB 244 (2026).~~

Nutrition, physical activity, physical education, the Wellness Committee, and staff wellness are governed by Quest Academy's stand-alone Wellness Policy, adopted by the Board and maintained as the School's single local school wellness policy consistent with Utah Admin. Code R277-719-6 and 7 C.F.R. § 210.31. That policy governs; this Health and Welfare Policy does not separately restate its content.

Cardiac emergency preparedness—including AED placement and inspection, CPR/AED training, response team designation, and drill schedule—is governed by the Cardiac Emergency Response Plan Policy, adopted under SB 244 (2026) and Utah Code § 53G-9-216.

Health Screening Follow-Up

~~Following any school-administered health screening (vision, hearing, scoliosis, oral health, mental health), the School shall provide written results to the parent within ten (10) school days. If results indicate a concern that warrants further evaluation, the School shall: (a) notify the parent of the recommended next step; (b) provide referral information for community providers; (c) document a follow-up contact within 30 calendar days to confirm receipt of the notification and offer additional support; and (d) maintain documentation of the follow-up in the student's health file consistent with FERPA.~~

Following a school-administered vision screening under Section 53G-9-404, if a student fails a tier-one vision screening, the School shall follow up with the student's parent, by telephone or email, within thirty (30) days after the screening to: (a) confirm that the parent received notice of the screening results; and (b) determine whether the parent needs additional assistance interpreting the results, identifying resources, or obtaining follow-up care.

For a school-administered health screening other than vision (hearing, scoliosis, oral health, or mental health, where offered), the School shall notify the parent of the results and, where the results indicate a concern warranting further evaluation, shall provide referral information for community providers and document the notification in the student's health file consistent with FERPA.

Wellness Policy

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Quest Academy Wellness Policy

Preamble

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

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

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

Research also shows that some chronic diseases can be prevented by eating well, being physically active, avoiding tobacco and excessive drinking, and getting regular health screenings.

~~When systems support policy and create safe and healthy environments, students shall excel in their academic learning.~~

When systems support policy and create safe and healthy environments, students are more likely to excel in their academic learning.

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

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

1 in 5 children, either currently or at some point during their life, have had a seriously debilitating mental illness.

~~1 in 5 Americans shall experience a mental illness in a given year.~~

1 in 5 Americans experience a mental illness in a given year.

A number of factors can contribute to risk for mental illness, such as:

Early adverse life experiences (ACES), such as trauma or a history of abuse (child abuse, witnessing violence, etc.).

Experiences related to other ongoing chronic medical conditions such as cancer or diabetes.

Chemical imbalances in the brain.

Use of alcohol and other substances.

Having few friends, feelings of loneliness and isolation.

Quest Academy shall engage the community in supporting the work of the local school in creating continuity between schools and other settings for students and staff to practice lifelong healthy habits. Quest Academy shall establish and maintain an infrastructure for management, oversight, implementation, communication, and monitoring of the policy. The Quest Academy community (including parents, students, food service professionals, physical education teachers, school health professionals, community health partners, school nurses, the LEA board, and administrators) shall be encouraged to participate in the development and assessment of the wellness policy. Quest Academy may utilize a self-evaluation or planning tool to assess the effectiveness and quality of the policy.

This policy applies to all School students and staff. 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.~~

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; students; representatives of the School nutrition program (e.g., School nutrition director); teachers of physical education; school health professionals (e.g., the school nurse); School administrators; School board members; and the general public. To the extent possible, the Committee will include representatives from each of the School's buildings 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.~~

The Director 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 Director will make available to the School community each Committee member's name, contact information, and role on the Committee.

The Director 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 Director 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 and Breakfast Programs. The School is committed to offering meals that:

Are accessible to all students, including those with unpaid lunch balances;

Feature fresh fruits and vegetables, whole grains, and fat-free or low-fat dairy products are in school menus, display fruits and vegetables in an attractive manner, and prepare fruits and vegetables appropriately;

Provide an environment that ensures students have the best opportunity to practice healthy eating behaviors with minimal distractions.

Meet the USDA Smart Snacks in School nutrition standards. Questions regarding food-related fundraisers, school stores, etc. should be directed to the Food Service Department.

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>)).

Food items available to children through school meals, a la carte, vending machines, school stores, events, celebrations, fundraisers, concessions, etc. support healthy food choices and the goal of improving student health and well-being.

School Nutrition Professionals:

Meet minimum education requirements and receive annual professional development and training. This ensures that they have the knowledge and skills to support student health.

Inform parents about Free and Reduced Meal options;

Maintain confidentiality of those participating in the free and reduced meals program;

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>](<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:

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.

No soda will be provided or allowed to students at any time during school, including at lunchtime.

No birthday treats will be allowed to be brought in for distribution in class.

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.

Food provided at after-school functions will be under the direction of the Board and the Administration.

Eating Time

Quest Academy recognizes mealtimes as an integral time that allows students to enjoy eating, explore and try healthy options, as well as socialize. Students shall be provided at a minimum of 10 minutes for traditional breakfast and 20 minutes for lunch, which excludes time to arrive at the cafeteria and waiting in line.

Students are served meals at an appropriate and reasonable time of day.

Lunch shall follow recess whenever possible, which can help to increase intake of healthy items, decrease food waste, and improve behavior.

Considerations shall be made for students with medical needs, such as diabetes and hypoglycemia.

Celebrations and Rewards

Quest Academy shall not use food as a reward or incentive for children, as they may undermine healthy nutrition practices being taught, teach children to eat when they are not hungry, and set the stage for unhealthy habits which can contribute to obesity.

Teachers and parent groups shall be provided with a list of fun, non-food rewards and celebration ideas.

Food and beverages shall not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

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

Nutrition education is taught as part of the Utah Core Standards for Health Education in grades K-6, middle school, and high school as consistent with R277-700.

Nutrition curriculum is based on the Utah Core Standards for Health Education, which includes culturally and developmentally appropriate material.

Nutrition education is incorporated into classroom instruction beyond health in subject areas such as mathematics, social sciences, language arts, and science.

School nutrition services and health educators coordinate to link nutrition curriculum with activities in the cafeteria. The cafeteria is used to provide opportunities for students to apply lessons from the classroom and adopt healthy behaviors.

Quest Academy has active chapters of agriculture education organizations and encourages student participation.

Nutrition education and training are provided to teachers and other staff to help model and encourage healthy behaviors.

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 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.

Special Diets

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

Design menus to accommodate cultural food preferences and common dietary requests, including allergies.

Implement a written procedure to process requests for meal modifications.

Create a team of individuals such as a 504 coordinator, school nurse, menu planner, foodservice director, teachers, aides, etc. that is tasked to:

ensure each child with special dietary needs receives appropriate accommodations,

discuss and implement best practices,

safeguard student confidentiality,

protect children in situations where food is served outside the cafeteria, such as classroom parties, and

involve parents and guardians in the process to prevent miscommunication.

See [USDA Guidance](<https://www.fns.usda.gov/cn/2017-edition-accommodating-children-disabilities-school-meal-programs>) for more information.

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

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

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).~~

as well as incorporate essential health education concepts consistent with the Utah Core Standards for Health Education.

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 shall take a minimum of one physical education course in middle school (R277-700).

For grade 9 students, the School shall provide at least one physical education course consistent with R277-700-6(15) (Physical Education graduation credit: Participation Skills and Techniques, Fitness for Life, or Individualized Lifetime Activities) prior to the student's transfer to a school serving grades 10-12.

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.~~

~~Quest Academy shall provide recess monitors or teachers to encourage students to be active and serve as role models by being physically active alongside the students whenever feasible.~~

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.

IDEA

Requires that each child with a disability participates with nondisabled children in these programs and activities to the maximum extent appropriate to the needs of that child. Physical education services, specially designed, if necessary, must be made available to every child with a disability receiving a free appropriate public education, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades. Each public agency must take steps to provide nonacademic and extracurricular services and activities, including athletics, in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. Guidance on the legal aspects of the provision of extracurricular athletic opportunities to students is provided under the IDEA link.

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.

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 Quest Fest).

Air quality

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

The health, comfort, and learning environment of students and staff are important aspects of the school.

~~Air quality, both indoor and outdoor, is a critical component of providing a healthy and comfortable learning environment. \[LEA\] shall:~~

Air quality, both indoor and outdoor, is a critical component of providing a healthy and comfortable learning environment. The School shall:

Minimize indoor air pollutants, which shall reduce the likelihood of health problems including asthma, respiratory infections, allergic reactions, and other health problems.

Control temperature, humidity, and ventilation associated problems, which shall foster students' comfort and learning.

Monitor the outdoor air pollution and provide a safe alternative to outdoor recess on days with elevated levels of air pollution.

Limit idling at drop off and pick up zones and post signage to remind parents and guests of idle free zones. For more information see:

Utah Department of Health Air Quality Recess Guidance for Schools (based on air quality).

Air Quality Index.

Air Quality Flag Program.

Athletes and Asthma: The Community Coaches Role.

Sun Safety

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

Whenever possible schools shall:

Schedule recess for times when ultraviolet ray (UV) exposure can be minimized;

~~Promote sun safety habits like wearing hats, sunglasses, or applying sunscreen; Model Health and Wellness Policy~~

~~Specify that uniforms or clothing worn for physical education, band, and sports limit exposure to the sun; and~~

Promote sun safety habits like wearing hats, sunglasses, or applying sunscreen;

Specify that uniforms or clothing worn for physical education, band, and sports limit exposure to the sun; and

Recognize that sun exposure can be an occupational hazard for employees who spend time outdoors and take steps to limit their exposure.

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

~~Students in Utah may apply the sunscreen on the student with written consent from the parent or legal guardian. (Utah Code 53G-9-208).~~

~~I be allowed to self-apply sunscreen without a parent or physician's authorization. If the student is unable to self-apply sunscreen, a volunteer or school employee.~~

A student shall be permitted, without a parent's, physician's, or physician assistant's authorization, to possess or self-apply sunscreen that is regulated by the U.S. Food and Drug Administration. If a student is unable to self-apply sunscreen, a volunteer school employee may apply sunscreen on the student if the student's parent provides written consent for that assistance. A volunteer school employee who applies sunscreen in compliance with this section, and that employee's employer, are not liable for an adverse reaction the student suffers as a result of the sunscreen application or for discontinuing the application at any time. (Utah Code § 53G-9-208.)

Health Screenings

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

Period Products

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

Substance Misuse Prevention and Intervention

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

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

Establish and Enforce Clear Standards of Conduct

Quest Academy has a comprehensive student conduct plan which addresses student use of alcohol and other controlled substances. (R277-609) (R277-613; Utah Code 53G-8-209)

Prohibited behaviors include the use, possession, or distribution of alcoholic beverages, tobacco, electronic cigarettes, drugs, and drug paraphernalia on school grounds including during school sponsored extracurricular activities. (R277-613; Utah Code 53G-8-209)

Quest Academy will distribute the rules of student conduct, including the alcohol, tobacco and other drugs policy to staff, parents, and students at least once a year.

Quest Academy will post signs to inform staff, students, parents, and visitors that school property is an alcohol, tobacco, electronic cigarette, and other drugfree zone.

Substance Misuse Prevention

~~Quest Academy will inform parents of a district school sponsored parent seminar that includes substance misuse and prevention.~~

Quest Academy will inform parents of a school-sponsored parent seminar that includes substance misuse and prevention.

Quest Academy will ensure that a local board-approved Positive Behaviors Plan is implemented in each school and regularly reviews the plan to determine if adjustments/enhancements should be made. (Utah Code 53G-10-407)

Quest Academy will provide instruction on avoiding alcohol, tobacco, electronic cigarettes, and other drug use at each grade level by committing to teaching the substance abuse prevention standards as part of the Health Education Core Standards and utilizes vetted resources provided by the USBE. (Utah Code 53G-10-405)

Quest Academy will ensure that an approved evidence-based underage drinking and substance abuse prevention program is provided to each 4th or 5th AND each 7th or 8th AND each 9th or 10th grade student. (R277-910; Utah Code 53G-10-406) Utah's current approved program is Botvin's LifeSkills Training (LST).

When selecting additional substance abuse prevention programs, Quest Academy will follow prevention principles representative of current research including:

Quest Academy will focus on programs that enhance protective factors and reverse or reduce risk factors.

Chosen programs will address all forms of drug misuse including the underage use of legal drugs, the use of illegal drugs, and the inappropriate use of prescription medications, or over-the-counter drugs.

Prevention programs for elementary school children should target improving academic and social-emotional learning to address risk factors for drug abuse, such as early aggression, academic failure, and school dropout. Education should focus on the following skills:

self-control;

emotional awareness;

communication;

social problem-solving; and

academic support, especially in reading.

Prevention programs for middle or junior high and high school students should increase academic and social competence with the following skills:

study habits and academic support;

communication;

peer relationships;

self-efficacy and assertiveness;

drug resistance skills;

reinforcement of anti-drug attitudes; and

strengthening of personal commitments against drug abuse.

Prevention programs should be long term with repeated interventions (i.e., booster programs) to reinforce the original prevention goals.

Prevention programs should include teacher training on good classroom management practices, such as rewarding appropriate student behavior. Such techniques help foster student's positive behavior, academic motivation, and school bonding.

Prevention programs are most effective when they employ interactive techniques

Quest Academy will work in collaboration with Local Substance Abuse Area Authorities and community prevention providers in order to most effectively prevent substance misuse.

Substance Use Intervention

When the designated educator has received a report of a substance use violation, they must report the violation to the student's parent or guardian and determine if the violation needs to be reported to law enforcement. (R277-910, Utah Code 53G-8-211)

Quest Academy has an updated policy regarding the confiscation and disposal of electronic cigarette products and follows Utah regulations regarding the proper disposal of nicotine products. (Utah Code 53G-8-203(3), Utah Admin Code R315-260 through 262).

Quest Academy recognizes that violations of substance use policies may be an issue of addiction and therefore, education and cessation resources will be provided to the student and parent/guardian.

A student may be suspended or expelled from public school for the possession, control or use of an alcoholic beverage, (Utah Code 53G-8- 205) however progressive discipline, e.g., along with education and cessation resources are key recommendations when it comes to enforcement of substance use violations.

For examples of programs to use as part of a substance use violation progressive discipline plan, Quest Academy can reach out to the USBE prevention team.

If a student is found distributing controlled substances, imitation controlled substances, or drug paraphernalia, they must be suspended or expelled from school. (Utah Code 53G-8-205)

Parents must be notified of the decision.

Injury Prevention

Quest Academy staff shall be required to receive training and instruction on child sexual abuse prevention and awareness, responding to a disclosure of child sexual abuse, and mandatory reporting requirements according to the Utah Child Sexual Abuse Prevention law (Utah Code 53G-9-207).

~~Quest Academy shall adopt comprehensive school policies and procedures for suicide prevention, intervention, and postvention. Since youth are at higher risk for suicide after an attempt and/or inpatient care, this should include procedures for the re-entry process after this has occurred. By having clear policies and procedures in place, schools can act to reduce the risk of suicide and to prevent suicide contagion.~~

Suicide prevention, intervention, postvention, and related staff and parent training are governed by Quest Academy's stand-alone Suicide Prevention Policy, adopted by the Board. This Wellness Policy incorporates that policy by reference.

Quest Academy shall adopt comprehensive school policies, procedures, and activities related to violence prevention, including sexual harassment, sexual assault, and dating violence. Language that is inclusive of lesbian, gay, bisexual, transgender, questioning, intersex, asexual, etc. (LGBTQIA+) students shall be included in these policies.

Quest Academy shall adopt policies and practices that promote connectedness as a protective factor against multiple forms of injury and violence.

~~Quest Academy staff shall be required to receive evidence-based training in suicide prevention (e.g., QPR, Mental Health First Aid, etc.) every year. These same opportunities shall be made available to parents/guardians.~~

Quest Academy shall notify parents of parent seminars held in the local school districts on traumatic brain injury or concussions, substance abuse, bullying, mental health, depression, suicide awareness, suicide prevention, internet safety, and the School Safety and Crisis Line according to the Utah Parent Education law (Utah Code 53G-9-702).

Quest Academy coaches, trainers, and officials should receive annual training on recognizing and responding to concussions. A child who gets a head injury must be removed from play and may only return after written clearance from a qualified healthcare provider according to Utah Code 26B-4-404 and R277-614.

Quest Academy shall adopt school policies and procedures for head injuries, including head bumps:

for return to learn/play after a concussion or traumatic brain injury (TBI). See USBE Model Concussion and Head Injury Policy;

Annually, LEAs must receive a parent/ guardian signed acknowledgment that they received, read, understand, and agree with the LEA head injury policy (Utah Code 26B-4-403). Parents must be notified following any reported or witnessed head injury or bump during the school day; and

monitor students for 30 minutes using the USBE model forms following a head injury.

Quest Academy shall post seatbelt reminder signs along drop off and pick up zones.

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

Staff Wellness

Quest Academy shall encourage staff to serve as positive role models for healthy eating and physical fitness. Quest Academy shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

Quest Academy shall have a location and allow schedules for anyone needing to express milk. The Federal Break Time for Nursing Mothers law requires employers covered by the Fair Labor Standards Act (FLSA) to provide basic accommodations for breastfeeding mothers at work. These accommodations include the following components:

Privacy for milk expression. This can be a private office (if it can be locked) or an onsite, designated lactation room(s) with an electrical outlet where breastfeeding employees can use a pump to express milk during the work period. This should be a place other than a bathroom, which is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk.

Flexible breaks and work options. Women need to express milk about every three hours, or two to three times during a typical workday.

~~Each milk expression time takes around 15 minutes, plus time to go to and from the Model Health and Wellness Policy 21 lactation room.~~

Each milk expression time takes around 15 minutes, plus time to go to and from the lactation room.

Women should be able to express breast milk for her nursing child for one year after the child's birth each time such an employee has a need to express the milk and a place other than a bathroom.

Support. A positive, accepting attitude from administrators and coworkers helps breastfeeding employees feel confident in their ability to continue working while breastfeeding.

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.

Chronic, Infectious & Acute Disease Management

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

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

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

Cardiac emergency preparedness — including AED placement and inspection, CPR/AED training, response team designation, and drill schedule — is governed by the Cardiac Emergency Response Plan Policy, adopted under SB 244 (2026) and Utah Code § 53G-9-216.

Before the school nurse can delegate a medical task to a school employee, the nurse shall complete an individualized healthcare plan (IHP) or emergency action plan (EAP). The delegated task shall be identified in the IHP (R156-31b-701a).

~~The Utah Department of Health has created simplified IHPs and EAPs for use in \[LEA\] for students with the most common chronic health conditions (allergies, asthma, diabetes, seizures).~~

The Utah Department of Health has created simplified IHPs and EAPs for use by the School for students with the most common chronic health conditions (allergies, asthma, diabetes, seizures).

These forms can be found at <<https://heal.utah.gov/SNdocuments/>>.

~~Beginning with the 2022-23 school year, all schools shall provide seizure awareness training to all teachers and administrators of students with epilepsy. Beginning with the 2023-24 school year all Schools shall provide seizure awareness training every 3 years for all school staff who interact with or supervise students (Utah Code 53G-9-213).~~

Beginning with the 2022-23 school year, the School shall provide seizure awareness training to all teachers and administrators of students with epilepsy. Beginning with the 2023-24 school year, the School shall provide seizure awareness training every 3 years for all school staff who interact with or supervise students (Utah Code § 53G-9-213).

Medication Management

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

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

Allergy and anaphylaxis: Students are allowed to possess and self-administer an epinephrine auto-injector (when appropriate) after proper authorization has been submitted to the School

(Utah Code 26B-4-407). If the student does not self-carry the epinephrine auto-injector, the device shall be kept in a secure but unlocked location. All other allergy medication shall be kept in a locked location. Schools shall have at least one stock epinephrine auto-injector available as required by Utah Code 26B-4-406. Trained school employees shall immediately administer the epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis.

Asthma: Students shall be allowed to possess and self-administer their asthma medications (when appropriate) after proper authorization has been submitted to the school by Utah Code 26B-4-408. If the student does not self-carry the asthma medication, the device shall be kept in a secure but unlocked location.

~~Each school may carry stock albuterol for use with a student who:~~

The School may carry stock albuterol for use with a student who:

Has a known diagnosis of asthma by a healthcare provider;

Has a current asthma action plan on file with the LEA; and

Is showing symptoms of an asthma emergency.

The decision of a school to carry stock albuterol may not be interpreted to relieve a student's parent or guardian of providing a student's medication or create an expectation that an LEA shall have stock albuterol available.

Diabetes: Students shall be allowed to carry and self-administer their diabetes medication (when appropriate) after proper authorization has been submitted to the LEA as allowed by Utah Code 53G-9-506.

Seizures: School nurses shall train school employee volunteers to administer emergency seizure rescue medication (when appropriate) after proper authorization has been submitted to the LEA per Utah Code 53G-9- 505. Students shall not carry this medication. These medications shall be kept locked, but accessible for use in an emergency.

If the parent does not submit the required paperwork to allow emergency rescue medication at school, employees shall be instructed to call 911 in the event of an emergency.

Mental Health

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

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

Mental health exists on a continuum and is determined by a complex interplay of individual, social and structural stresses, and vulnerabilities. Promoting mental wellness and reducing

mental illness for all students is a priority that can be achieved by implementing school-based mental health policies and practices. These efforts are categorized by prevention, identification, intervention, and recovery.

Prevention

Prevention efforts at Quest Academy involve a variety of proactive strategies with the goal of increasing student well-being and reducing future mental health challenges in our school community. The goal of our prevention efforts are to decrease risk factors and increase key protective factors in students, such as resilience, feelings of safety and connectedness to school, appropriate social connections with both adults and peers, social emotional competence, and a knowledge of development. These protective factors mitigate the effects of risks to students, build students' strengths, and promote healthy development of students.

In an effort to understand students, parents, school personnel and other stakeholders' feelings of safety and connectedness, Quest Academy administers a School Climate Survey every other year in accordance with Board Rule R277-623. The results of the school climate survey help inform Quest Academy about how to improve the school environment. Quest Academy's universal, Tier 1 prevention efforts include:

Absenteeism, truancy, and dropout prevention (Dropout Prevention and Recovery Policy & Truancy Intervention Policy)

Bullying prevention, gang prevention (Bullying and Hazing Policy and Student Conduct and Discipline Policy)

Child sex abuse and human trafficking prevention (Sexual Abuse and Molestation Prevention Policy)

Substance use prevention (Student Conduct and Discipline Policy)

~~Suicide prevention (Bullying and Hazing Policy, FERPA Policy, and Student Conduct and Discipline Policy).~~

[Suicide prevention \(Suicide Prevention Policy\).](#)

Education

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

Identification

Mental Health Screening

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

Quest Academy may provide mental health screenings for students within the school setting for the purpose of identifying if a student is experiencing, or is at risk of experiencing, issues related

to the student's mental health. Mental health screenings are NOT a diagnostic tool or process, or a system or process used by a student's teacher to observe behavior for the purpose of targeted learning interventions.

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

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

Intervention

Quest Academy utilizes a tiered system of support to structure and deliver mental health interventions to students. Universal, school-wide programs which include mental health literacy and efforts to reduce stigma surrounding mental health issues are provided within Quest Academy. Additionally, Quest Academy provides targeted and individualized interventions to students who have been identified as needing additional support through identification and assessment efforts. Targeted and individualized mental health interventions include individual and/or group counseling and/or therapy provided by professionals working within the scope of practice of their license. Intervention may also be provided through contracted services from community mental health professionals. Quest Academy only provides these services to students upon written parental consent as referenced in accordance with 53E-9-203. Parental consent is not required when the school staff believes a student is at-risk of attempting suicide, physical self-harm, or harming others. The school staff may intervene to ask the student questions about their student's suicidal thoughts, physically self-harming behavior, or thoughts of harming others for the purpose of referring the student to appropriate prevention services and immediately informing the student's parents.

Recovery

Return to Learn

Students may need to leave school temporarily to access more intensive mental health support. Quest Academy supports students returning to school by partnering with community providers, parents, and the students to develop a transition plan.

Monitoring and Evaluations

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

Assessment Resources

~~This LEA Wellness Policy Evaluation Tool: the Utah State Board of Education (USBE) Model Wellness Policy as a guide and is meant to assist LEAs in identifying any gaps within their own policies and practices.~~

[This LEA Wellness Policy Evaluation Tool uses the Utah State Board of Education \(USBE\) Model Wellness Policy as a guide and is meant to assist LEAs in identifying any gaps within their own policies and practices.](#)

https://utahgov.co1.qualtrics.com/jfe/form/SV_9WXW2GY9cpPexXo.

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

WellSAT: A quantitative assessment tool to help you score and improve your local school wellness policy <http://www.wellsat.org/upload/docs/WellSAT%20Hardcopy.pdf>.

~~QA Policies and Procedures~~
~~DRAFT: 05.21.2026~~

[QA Policies and Procedures](#)
[ADOPTED: 09.08.2026](#)

Attendance, Absenteeism, and Truancy Prevention Policy

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ATTENDANCE, ABSENTEEISM, AND TRUANCY PREVENTION POLICY

Effective Date: September 8, 2026

Supersedes: Absenteeism and Truancy Prevention Policy (adopted May 2026), and all prior Quest Academy attendance and truancy policies, which are repealed in their entirety.

Governing Authority: Utah Code §§ 53G-6-201 through 53G-6-215; §§ 53G-6-205, 53G-6-803(5); § 53G-8-211; § 53G-9-804; § 53G-10-205; §§ 53E-4-208, 53E-4-209; § 53E-3-906; § 53F-2-102; Utah Admin. Code R277-419; R277-607.

2026 Legislation Incorporated: S.B. 58, Laws of Utah 2026 ch. 218 (eff. 7/1/2026); H.B. 145, ch. 176 (eff. 7/1/2026); H.B. 502, ch. 206 (eff. 5/6/2026).

Board Review Cycle: Annually, and in an open and public meeting at least every five years (R277-607-3(1)(a)(viii)).

Purpose

Success in school is dependent upon good attendance and school attendance is the responsibility of a parent or legal guardian. Quest Academy (the "School") is committed to preventing absenteeism through a tiered, evidence-based system of supports that addresses attendance barriers early and reserves court referral for habitual truancy that has not responded to intervention. 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

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.~~

No student will be dismissed, unenrolled, or denied re-enrollment at the School on the basis of absenteeism or truancy. The School will respond to absenteeism through the tiered, non-punitive interventions described in this Policy, consistent with Utah Code §§ 53G-6-206 and 53G-8-211.

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.~~

This Policy is intended to be consistent with Utah Code §§ 53G-6-201 through 53G-6-215, Utah Admin. Code R277-607, and Utah Admin. Code R277-419.

The Director will establish and maintain attendance procedures consistent with this Policy and applicable law, including school-level procedures as contemplated by R277-607-3(1)(a)(vi). The Director will ensure that this Policy and the appeals process are publicized annually through the School's website, student and parent handbooks, letters to parents, and other reasonable means, as required by R277-607-3(1)(b) and Utah Code § 53G-9-804(2).

Review

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

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.~~

"Chronic absenteeism" or "chronically absent" means a student who (a) was enrolled in the School for at least 60 calendar days; and (b) has been absent for at least 10% of days of instruction, whether the absence was excused or not excused.

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

~~an illness, which may be either mental or physical, regardless of whether the school-age child or parent provides documentation from a medical professional;~~

~~a death of a family member or close friend;~~

~~scheduled family event or a scheduled proactive visit to a health care provider in accordance with Section 53G-6-803(5);~~

~~a family emergency;~~

~~an approved School activity;~~

~~a preapproved extended absence for a family activity or travel, consistent with School policy; or~~

~~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.~~

"Valid excuse" or "excused absence" means an absence resulting from any of the following:

-
- (a) an illness, which may be either mental or physical, regardless of whether the student or parent/guardian provides documentation from a medical professional;
 - (b) the mental or behavioral health of the student;
 - (c) a family death;
 - (d) an approved School activity, or a suspension imposed by the School;
 - (e) an absence permitted by the student's individualized education program or Section 504 accommodation plan;
 - (f) competition in a rodeo sanctioned by an international, non-profit organization dedicated to the development of sportsmanship, horsemanship, and character in youth through the sport of rodeo;
 - (g) any reason a parent/guardian provides to justify the student's absence, if the student maintains a cumulative grade point average of at least 2.0, including an event related to participation in mountain biking clubs, shooting sports clubs, or a youth development program administered by Utah State University;
 - (h) a scheduled family event or a scheduled proactive visit to a health care provider, if the parent/guardian submits a written statement at least one school day before the scheduled absence and the student agrees to make up course work for the school days missed, in accordance with Utah Code § 53G-6-803(5);
 - (i) a student's refraining from participation in any aspect of school that violates a religious belief or right of conscience of the student or the student's parent/guardian, in accordance with Utah Code § 53G-10-205. The School will not require the student or parent/guardian to explain, defend, or justify the belief, and will not penalize or discriminate against the student for so refraining;
 - (j) an absence granted to a student whose parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, in accordance with Utah Code § 53E-3-906;
 - (k) a preapproved extended absence approved under the "Preapproved Extended Absence" provisions of this Policy; or
 - (l) any other excuse established as valid by the Board or, in an individual case, by the Director.

The School may not require documentation from a medical professional to substantiate a valid excuse that is a mental or physical illness (Utah Code § 53G-6-205(2)). "Valid excuse" does not mean a parent/guardian acknowledgment of an absence for a reason other than a reason described in subsections (a) through (k), unless the Board or the Director has specifically permitted it under subsection (l).

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

is in grade 7 or above and at least 12 years old;

is subject to the requirements of Section 53G-6-202; and

(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 validated program" means an educational program in which student participation is measured by physical or virtual attendance at scheduled instructional periods and the student receives direct teacher interaction and instruction, as defined in Utah Code § 53F-2-102(1).

All programs operated by Quest Academy are attendance validated programs. The School has not designated any program as a learner validated program under Utah Code § 53F-2-102(6) and has not adopted a continuing enrollment measurement policy under R277-419-5(4)(b).

Accordingly, all references in this Policy to absence, truancy, and membership are governed by the attendance validated standards.

"Tardy" means a student's arrival after the designated start time for a class period or instructional day. For grades K–8, a student is tardy if the student is not in the assigned classroom when the late bell rings for the instructional day. For grade 9, a student is tardy if the student is not in the assigned classroom when the late bell rings for that class period.

"Truant" means a condition in which a school-age child, without a valid excuse, is absent for at least half of the instructional day. A school-age child may not be considered truant more than one time during one day. Multiple tardies may not be aggregated to calculate an absence for the purpose of establishing a truancy.

Attendance Requirements: Students are allowed a maximum of ten (10) unexcused absences per year.

1. Academic grades reflect academic mastery only. A student's academic grade in any course at Quest Academy reflects solely the student's demonstration of mastery of the academic content and standards of that course. Attendance, absence, tardiness, and punctuality are not components of any academic grade, course score, grade point average, or credit determination at the School, in any grade, K through 9.

2. The School does not adopt an attendance-based grading policy. Utah Code § 53G-6-213(2) permits an LEA to adopt a policy allowing attendance to account for more than 10% but not more than 20% of a student's final grade in grades 7 through 12. The Board declines to adopt such a policy. No attendance-based grading policy is in effect at the School. Accordingly, there are no "applicable course attendance requirements described in Section 53G-6-213" for purposes of § 53E-4-209(6) or § 53G-6-213(4).

3. No portion of an academic grade may be allocated to attendance. Utah Code § 53G-6-213(1) permits a teacher to include up to 10% of a student's final grade in a course in grades 7 through 12 based on attendance. As a matter of School grading policy adopted by the Board under its authority to govern the School's grading, assessment, and reporting practices, no teacher or other employee of the School may allocate any portion of a student's academic grade to attendance, absence, or tardiness. The Director will implement this determination through instructional expectations, gradebook configuration, and annual training.

4. Board finding under Utah Code § 53G-6-206(3)(e). Utah Code § 53G-6-206(3) provides that an LEA's efforts to resolve absenteeism shall include, as reasonably feasible, incorporating attendance in a student's course score or grade as described in § 53G-6-213. The Board expressly finds that this intervention is not reasonably feasible or educationally appropriate at Quest Academy, for the following reasons:

(a) The School serves grades K through 9. Section 53G-6-213 authorizes attendance-based grading only in grades 7 through 12. The intervention would therefore be unavailable to the substantial majority of the School's students, producing precisely the inconsistent application of attendance policy that § 53G-6-215(1)(c) requires the School to avoid.

(b) Utah Code § 53G-10-205(2)(b)(iii) prohibits the School from penalizing or discriminating against a student for refraining from participation due to a religious belief or right of conscience, and R277-607-2(11)(a)(i) makes any such reason a valid excuse. Reducing an academic grade on the basis of attendance is in tension with that prohibition.

(c) Utah Code § 53G-6-201(19)(a)(vii) conditions an entire category of valid excuse on the student maintaining a cumulative grade point average of at least 2.0. Reducing academic grades on the basis of attendance could lower a student's cumulative GPA below 2.0, thereby withdrawing that excuse category, converting previously excused absences into unexcused absences, and further depressing the student's grade. The Board finds this compounding effect would fall hardest on students already experiencing attendance barriers.

(d) The School will instead employ, and document its use of, the other interventions enumerated in § 53G-6-206(3), together with the Tiered Intervention Framework set out in this Policy.

5. Citizenship and effort marks. The School has not adopted a citizenship grading policy under Utah Code § 53E-4-208, and may not do so before the 2027-2028 school year or before the State Board of Education establishes the required statewide standards. Any citizenship, effort, work-habits, or conduct mark the School issues (a) is a non-academic mark and is not a "citizenship grade" as defined in § 53E-4-208(1); (b) may not be based in whole or in part on attendance, absence, or tardiness; (c) does not affect the student's academic grade, grade point average, credit, or promotion; and (d) is not reported on a student's transcript as a citizenship grade.

Consistent with § 53E-4-208(6)(b)(iii), every Quest Academy student receives an academic grade based solely on academic content mastery. The Board acknowledges that, because the School has not adopted citizenship grading policies, the School's students are not eligible for the citizenship scholarship program described in Utah Code § 53H-11-416, and directs that this consequence be re-evaluated when the Board reviews § 53E-4-208 before the 2027-2028 school year.

6. Test-out. Utah Code § 53E-4-209(4) will require the School to offer the statewide test-out options for core classes that the State Board of Education establishes for grades 9 through 12, beginning with the 2027-2028 school year. The Director will present an implementation plan to the Board no later than the Board's January 2027 meeting. A student who earns credit through a test-out option is exempt from any attendance-based grading policy (§ 53E-4-209(5)). Because the School has adopted no attendance-based grading policy, § 53E-4-209(6) imposes no course attendance requirement on a student who enrolls in a core class at the School.

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 Director prior to a student's extended absence of up to ten (10) days per school year. The Director will approve the absence if the Director 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).~~

A student in grade 9 with five (5) or more tardies in a quarter will be referred to the Director for a Tier 2 intervention conference under the Tiered Intervention Framework. Tardiness does not result in a reduction of any academic grade, a citizenship or conduct mark, a loss of credit, or a mandatory service obligation.

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.~~

In the event a student is absent, the School will notify the parent/guardian by phone, text, or email on the day of the absence.

For an unexcused absence, the School will notify the parent/guardian within two (2) instructional days of the absence, and the notification will state the total number of the student's unexcused absences for the school year to date, as required by Utah Code § 53G-6-206(5)(c).

The School, and not the parent/guardian, is responsible for maintaining accurate and timely attendance records and for tracking each student's cumulative absences and tardies. The Director will contact the parent/guardian of a student who reaches four (4) unexcused absences to attempt to resolve the attendance problem, and will convene a meeting with the parent/guardian upon the tenth (10th) unexcused absence as described under "Intervention Thresholds."

Converting an unexcused absence to a truancy. An unexcused absence is converted to a truancy according to the following process, timeline, and standard, consistent with Utah Code § 53G-6-201(17) and R277-607-3(1)(a)(ii):

1. The School completes a minimum of one attendance check each school day (R277-419-8(5)) and records each absence as excused or unexcused.
2. An absence is recorded as unexcused if the student was not physically present at any attendance check and the absence is not accounted for by a valid excuse under this Policy, in accordance with R277-419-2(40).
3. A parent/guardian has until the close of the excuse window stated in the "Excused Absences" section of this Policy to submit a valid excuse. Absences excused within that window are recorded as excused.
4. Upon expiration of the excuse window, an unexcused absence covering at least half of the instructional day is recorded as a truancy. A student may not be recorded as truant more than once in a single day, and multiple tardies may not be aggregated to produce a truancy.
5. A truancy recorded in error, or later substantiated by a valid excuse, will be corrected in the student information system upon the Director's determination.

Habitual truancy incident reporting. For a student in grade 7 or above, the School may enter an incident report of habitual truancy into the Utah Transcript and Record Exchange (UTREx) system after the student accumulates twenty (20) trancies, provided the School has issued a notice of truancy in alignment with Utah Code § 53G-6-203 and this Policy (R277-607-3(1)(a)(v)).

Records of notices. The School will maintain records of each notice of compulsory education violation and each notice of truancy issued, and of any resulting referrals and general outcomes, as required by Utah Code §§ 53G-6-202(9) and 53G-6-203(6).

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:

Direct the parent/guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the Director and Board to secure regular attendance by the student;

Designate the School authorities with whom the parent/guardian is required to meet;

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

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 Director 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.~~

considering alternatives proposed by the parent/guardian; mentorship programs; family connection to community resources; voluntary participation in truancy mediation, if available; or providing the parent/guardian, upon request, with a list of resources available to assist the parent/guardian in resolving the student's attendance problems. Consistent with the Board finding recorded in the "Attendance and Grading" section of this Policy, the School does not employ incorporation of attendance into a student's course score or grade as an intervention.

The Director 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 Director will contact the parent/guardian and request a formal meeting to discuss and resolve the attendance problems. A copy of the communication (letter, email, etc.) will be kept by the School.

The Director 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:

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 Director and Board to secure regular attendance by the student;

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 Director 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 youth services center, as defined in Section 80-5-102;](#)

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.~~

A parent/guardian may contest (a) the excused or unexcused designation of any absence or tardy; (b) a truancy determination; (c) a notice of truancy; (d) a notice of compulsory education violation; (e) a habitual truancy referral; or (f) any disciplinary action taken under this Policy.

A notice of truancy may be appealed in writing to the Director within ten (10) days of issuance. All other matters listed above are governed by the School's Parent Grievance Policy. This appeals process is established pursuant to Utah Code § 53G-6-203(3)(b) and R277-607-3(1)(a)(vii), and will be publicized annually together with this 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: absences with a valid excuse; and absences without a valid excuse.~~

Annual report. The School will annually report to the State Board of Education, separately, (a) absences with a valid excuse; and (b) absences without a valid excuse (Utah Code § 53G-6-206(8); R277-607-3(2)).

Records and attendance checks. The School will complete a minimum of one attendance check each school day, and will maintain daily records for each student showing entry date, exit date, exit or completion status, whether or not each absence was excused, disability status, and youth-in-care status (R277-419-8(3), (5)).

Membership eligibility. Because all of the School's programs are attendance validated programs, the School may not count a student in membership for Minimum School Program funding if the student has unexcused absences during the prior ten consecutive school days (R277-419-5(4)(a)), except that the School will continue to provide a student with a disability a free appropriate public education and may continue to count the student in membership for up to 30 days while documenting efforts to locate and engage the student (R277-419-5(5)). The School will submit each student's attendance validated enrollment status through UTREx or the Data Clearinghouse (R277-419-5(7)).

Data quality. In accordance with Utah Code § 53G-6-214, the School will ensure its student information system accurately captures enrollment, attendance, and membership data, and will conduct an annual internal review of attendance data accuracy. The review will be completed and presented to the Board before the School submits its year-end upload, due annually by July 15 for the prior school year (R277-419-2(42), -8(1)). If the State Board of Education determines the School has failed to meet state data quality standards, the School will develop and submit a corrective action plan within 60 days and submit monthly progress reports until compliance is achieved (§ 53G-6-214(3)).

Accountability measures. In accordance with Utah Code § 53G-6-215 and R277-607-4, the School will maintain written attendance policies and procedures; provide annual training to all relevant staff on attendance policies and procedures; ensure consistent implementation across all grades and programs; and provide clear communication to parents and students regarding attendance expectations and consequences.

Board oversight. The Board will annually review the School's attendance data, evaluate the effectiveness of attendance interventions, and ensure adequate resources are allocated for attendance monitoring. The Board will approve any change to this Policy in a public meeting (§ 53G-6-215(2)(d); R277-607-3(1)(a)(viii)), and will review this Policy in an open and public meeting at least every five years. Each annual review will be documented in Board minutes.

~~Truancy Prevention and Intervention~~ ~~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.~~

~~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.~~

~~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.~~

~~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.~~

~~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.~~

~~Quest shall continue to monitor school attendance following the first truancy citation. If appropriate, the student's curriculum or schedule may be adjusted.~~

~~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.~~

~~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 53A-11-104(6) shall be made by the individual designated by Quest.~~

~~Quest may work with appropriate courts and personnel to develop procedures to track students and encourage school attendance.~~

~~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.~~

~~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.

~~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: documentation of attendance and academic achievement;~~

documentation of Quest's efforts to improve attendance;
copies of truancy citations, including all mailing certificates; and
student background as requested by the prosecuting agency.
Copies of truancy citations shall be retained in the student's permanent record.

Truancy Citations

Earnest and persistent efforts to resolve student attendance problems shall include the tiered interventions described in the Tiered Intervention Framework section of this Policy. A truancy citation shall not be issued until Tier 2 and Tier 3 interventions have been documented as offered and either declined, ineffective, or non-responsive. A truancy citation, when issued, 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 Ann.
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.~~

Tiered Intervention Framework

The School shall implement a tiered intervention framework consistent with R277-607:

Tier 1 (Universal): Attendance expectations communicated at registration; positive recognition of regular attendance; weekly attendance monitoring by classroom teachers.

Tier 2 (Targeted): Triggered at 3 unexcused absences within a six-week period or 10% chronic absenteeism. Includes a parent meeting, attendance contract, root-cause assessment, and referral to school counselor or community resources.

Tier 3 (Intensive): Triggered at 7 unexcused absences in a 12-week period. Includes a multidisciplinary team meeting, individualized attendance plan, and where appropriate, referral to evidence-based alternative interventions (e.g., DJJYS prevention/early intervention services).

Excused Absences

In addition to the excused-absence categories established by R277-419 (illness, family death, court appearance, family emergency, educational leave, school-approved activities), absences shall be excused if:

- (a) The parent or guardian provides a written or electronic reason for the absence; AND
- (b) The student maintains at least a 2.0 GPA.

Qualifying activities under this expanded provision include but are not limited to: youth athletic activities (e.g., mountain biking, shooting sports), USU youth development programs, community-based club activities, and family-directed educational experiences.

Toilet-Training Enrollment Provision

~~A student in kindergarten or first grade shall not be unenrolled or referred for habitual truancy solely on the basis of toilet training related absences. The School shall, in consultation with the parent and school nurse, develop an individualized plan to support the student's continued enrollment.~~

Personal Care Independence. Enrollment requirements relating to personal care independence are governed by Utah Code § 53G-7-228 (effective for the 2026-2027 school year and thereafter), applicable State Board of Education rules, and the School's Toilet Training Policy. For purposes of this Policy: a student will not be recorded as truant, referred for habitual truancy, unenrolled, or denied re-enrollment solely on the basis of absences related to personal care independence. Any such absence is an excused absence under this Policy. Where a student is unable to meet personal care independence requirements because of a condition subject to federal child find requirements or described in an individualized education program or Section 504 accommodation plan, the exemption in § 53G-7-228(3) applies.

Annual Internal Accuracy Review

~~The School shall conduct an annual internal review of attendance data accuracy before submitting absence reports to USBE. The review shall verify that attendance codes, excused/unexcused designations, and chronic absenteeism flags are correctly applied. Findings of the review shall be presented to the Board.~~

Annual Board Review

~~The Board shall annually review this policy along with the attendance data summary, including chronic absenteeism rates, intervention outcomes, and any habitual truancy referrals. The annual review shall be documented in board minutes.~~



Quest Academy REQUEST FOR PROPOSAL

REQUEST FOR PROPOSAL FOR THE CONSTRUCTION OF AN EXPANSION TO THE EXISTING FACILITY

4862 W 4000 S
West Haven, UT 84401

August 18, 2026

Quest Academy (hereafter “Quest”) is requesting proposals for the construction of an expansion to its existing facility. The expansion will be approximately 14,000 sq ft. It will include new classrooms, bathrooms, cafeteria, play space, and storage. A full set of plans is available upon request.

The purpose of this RFP is to solicit sufficient information regarding this project so that the School may accurately evaluate the proposals received. This RFP contains sufficient detail regarding the project. Any questions concerning this project should be directed to:

Jeff Biesinger
Quest Academy
Office: 801-690-1899
Email: jeff@redapplefinance.com

*No other members of the school should be contacted concerning this RFP during the selection process. Failure to comply with this requirement may result in disqualification.

An electronic copy of the proposal shall be submitted to Jeff Biesinger @ jeff@redapplefinance.com

Bids are due no later than **3:00 pm MST Friday, September 4, 2026**. Proposals **must** be signed by an official of the company. Proposals submitted after this deadline will be rejected.

Upon review by Quest, the firm best meeting the needs of the project team will be awarded the contract to design the new facility. The award will be based equally on fees as well as relevant experience. Quest reserves the right to accept or reject any or all proposals or any part of any proposal if it is deemed to be in the best interest of the School to do so.

If it becomes necessary to revise this RFP in whole or in part, an addendum will be provided to all bidders who received the original RFP.

Request for Proposal for Construction Services Quest Academy

I. Project Description

- Quest has contracted with Silverpeak Engineering. There is a bid set of plans ready for interested contractors. For the bid set, please contact Jeff Biesinger @ jeff@redapplefinance.com for a link to those plans.

II. Schedule

- August 19, 2026 RFP Released and advertised
- September 4, 2026 Responses due no later than 3:00 PM MT
- September 8, 2026 Final selection and approval
- October 1, 2026 Begin Construction. This date could vary depending on permitting
- June 15, 2027 Construction completion

This project will be paid with reserves from the school and is not reliant on additional funding.

III. Evaluation Criteria

Please note that the Contractor should submit **two separate documents**. The first document should be the narrative portion of the RFP, and the second document should be the cost proposal. Failure to submit them separately could result in a disqualification from consideration.

Criteria Unrelated to Cost

- Experience and qualifications of offeror. Preference will be given to contractors with charter school experience (20 pts)
- A detailed construction timeline showing a completion date of June 15, 2027 (20pts)

Criteria Related to Cost

- Overall price (20 pts)
- An itemized breakdown of costs associated with the project (15 pts)

*Note: Total points available based on Evaluation Criteria: 75 pts

LEA Specific Licenses

[illegible]

SCHOOL LAND TRUST PROGRAM · ANNUAL BOARD TRAINING

Overseeing Your School's Charter Trust Lands Council

An overview for charter governing boards that are not serving as the council

Utah Code 53G-7-1203, 1205, 1206 · Board Rule R277-477

START HERE

Oversight, not membership

A Charter Trust Lands Council is formed one of two ways. Yours is elected — which puts your board in the oversight seat.

Board serves as the council

The governing board meets the two parent-or-grandparent majority without altering its membership, and acts as the council itself.

Not your situation.

Board oversees an elected council

Parents elect a council with a two parent-or-grandparent majority. The board keeps program oversight authority and approves the plan.

This is your role.

You do not write the plan. You make sure the council can, and you decide whether what they produce meets the law.

RESPONSIBILITIES

Four things the board owes the program

1 Create election procedures

Establish and keep current the process by which each school's council is elected — seats, terms, timing, noticing, and filling vacancies.

2 Provide and attend training

Arrange annual training for councils, the business administrator, and the board. Your own training must happen before you review plans.

3 Receive the prior year report

Take a report on prior-year plan implementation at a board meeting, and receive a copy or summary of each Final Report by March 1.

4 Review and approve the plan

Review each upcoming SLT plan for compliance and approve it in time for the business administrator to submit by May 1.

Everything else on the calendar exists to make these four possible.

ROLES

Who does what

Most compliance problems are handoff problems. Be explicit about who owns each step.

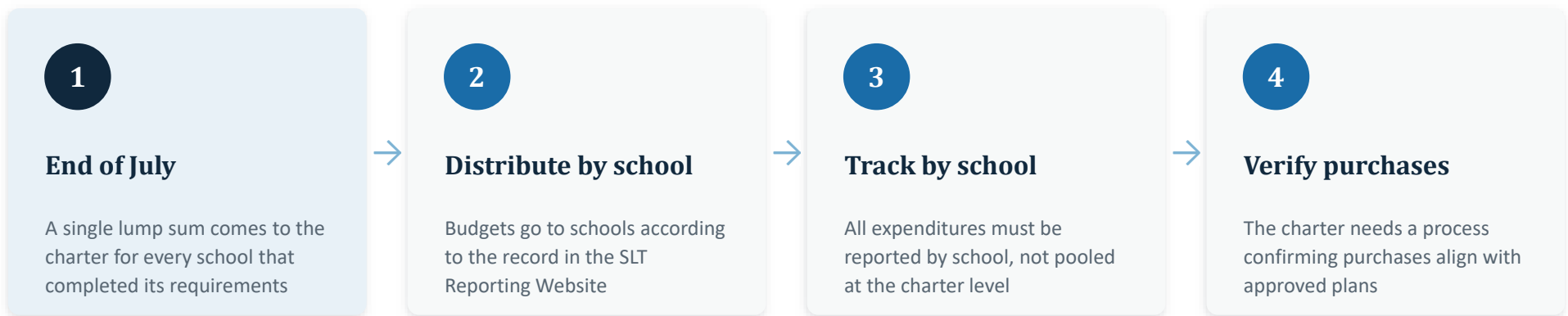
Council	Principal	Business administrator	Governing board
• Reviews academic data • Writes and votes on the plan • Monitors implementation • Signs the Council Signature Form	• Submits fall requirements • Files plan amendments • Submits the Final Report • Distributes the report to parents	• Sets internal deadlines • Verifies spending against plans • Approves reports and plans • Submits to USBE	• Sets election procedures • Arranges training • Receives the prior-year report • Reviews and approves plans

Three of these columns can be delegated. The fourth is the board acting as a board.

FUNDING

How the money arrives — and what you do with it

School LAND Trust money is investment income from land held in trust for schoolchildren. The principal is never spent, which is why the rules are tight.



If a school misses the July deadline

Funds are issued in the month the school finishes its requirements, provided they are complete by the 5th of that month. No school should have funding delayed past November.

Build a system, not a scramble

Boards and directors should establish procedures for monitoring compliance rather than chasing requirements as deadlines pass.

1

Check systematically

Keep a running list of every requirement by school and date. Remind before the deadline, not after.

2

Provide templates

Give schools templates aligned to code and rule — while preserving each council's ability to run a process that fits its own needs.

3

Follow up on gaps

Chase unsubmitted requirements and support revisions. USBE sends a Missing Items Report in November to confirm status.

4

Certify the review

The charter director assures these requirements on the Charter Assurance Form before SLT plans are submitted.

Why it matters

A thorough review of these requirements promotes transparency in how councils make decisions about SLT funding and how those funds support student academic achievement.

Templates support compliance. They should never replace the council's judgment.

OCTOBER 20

Fall requirements, school by school

Each school submits a Fall Requirements Form to USBE on the SLT Reporting Website. Elected councils submit more than boards serving as their own council.

Election Procedures

Elected councils only

Council Membership

Planned council size and current roster

Principal Assurance Form

Signed by the principal

School Website Postings

URL and certification — elected councils only

Your job is the follow-up

Chase schools with missing items, and make sure someone reviews the forms and the website postings for compliance. The school certifies that this review happened when it submits the Charter Assurance Form in the spring.

ALL YEAR

Two financial guardrails

Carryover limit

10%

of the annual
distribution

or

\$5,000

whichever is
greater

Councils should review SLT budgets at every meeting and fix underspending early with a plan amendment. Amendments need a spot on a board agenda, so ask schools to flag them well ahead.

Spending verification

The board and business administrator build this together. Pick one:

Pre-verification

Check each purchase against the plan as it happens — for example, require the goal number and action step on every purchase order.

Post-verification

Review transaction detail against each school's plan before submitting to UPEFS in October.

Misspent funds must be covered by another funding source by moving the expenditure out before financial documentation is submitted. Other revenue cannot be moved into a school's SLT fund balance.

PART TWO

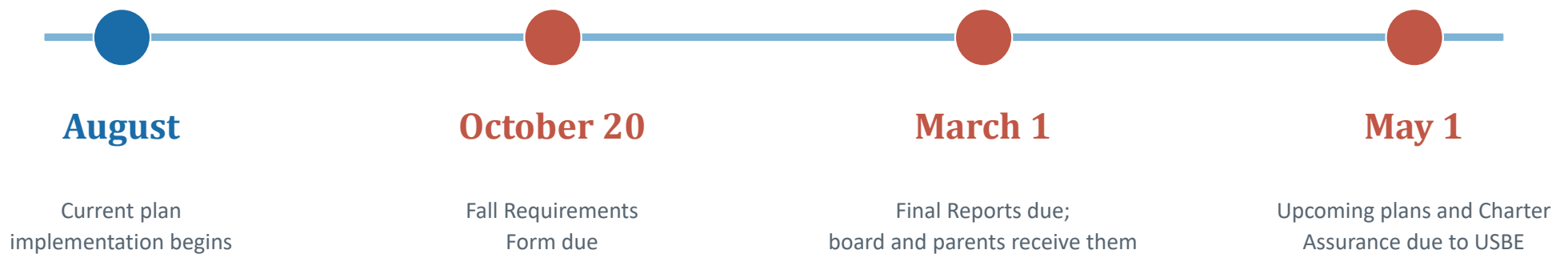
The oversight year, month by month

A recommended schedule for meeting every requirement. Adjust it to fit your charter.

AT A GLANCE

Four dates that decide your funding

Two are submission deadlines, one is a report to parents and the board, and one decides whether the money arrives in July.



Add a fifth if you have a new school: November 1.

A school in its first year must form a council and adopt a current-year plan by November 1 to receive current-year funds — and will build a current-year and an upcoming-year plan in the same year.

AUGUST

Set the conditions before school starts

1

Establish or update election procedures

Prepare or revise Election Procedures before any election takes place. These must be posted and are part of the fall submission.

2

Plan the required annual training

After elections, arrange training for the council, the business administrator, and the board. Request materials from USBE, or ask the Training Specialist for on-site support.

3

Assist new schools

Help a first-year school form its council and adopt a current-year plan by November 1. Put a placeholder for SLT plan review on a September or October board agenda.

Training is a board deliverable, not just a board obligation — you arrange it for three audiences, and you attend one of them.

SEPTEMBER

Reminders and internal deadlines

Send principal reminders

- Review and, if needed, revise Rules of Order & Procedure at the first council meeting.
- Complete the Fall Requirements Form by October 20 — election procedures, council membership, principal assurance, and website postings.
- Confirm the council has a meeting schedule for the year and that it is posted.

Set deadlines for SLT requirements

Coordinate with the business administrator to set deadlines for principals in the SLT Reporting Website for Final Reports and Upcoming Plans.

Build in time for both the governing board review and the BA review before the USBE deadlines. Those internal dates are earlier than the state's — set them now, in writing.

A deadline that leaves no room for a revision round is not a deadline, it is a hope.

OCTOBER – NOVEMBER

Deadlines and cleanup

October 20

Fall Requirements due

Every school submits on the SLT Reporting Website. Follow up on missing items and make sure someone reviews forms and website postings for compliance.

November 1

New school plans to USBE

Confirm a first-year school has its current-year plan, fall requirements, and Council Signature Page complete. The board reviews before the BA review.

Through November

Close the gaps

Keep working with schools on outstanding fall requirements. USBE sends a Missing Items Report confirming status.

Use the LEA Review Guide for Plans and Amendments to prepare for any plan review, including a new school's current-year plan.

DECEMBER – JANUARY

Watch the money, book the agenda

December

Remind principals and councils to check SLT budgets and spending. If a carryover is predicted, they submit a plan amendment now — not in spring.

December

Make sure every school has a Council Signature Form ready for the meeting where the council approves the upcoming plan. Completed forms are retained for three years.

January

Request a spot on a board agenda for the school's report on prior-year plan implementation, delivered before March 1.

January 15

Final Reports open to principals. They cross-reference accounting records against the approved plan; the BA approves before March 1.

End of January

USBE sends next year's SLT projections. Share them so councils can budget against a real number.

Carryover corrections and the review slot

Address excessive carryover

USBE sends a report identifying schools with excessive carryover from the prior year.

- Work with those schools to spend current-year funds below 10% of the current-year distribution.
- Complete any corrective action requirements attached to the report.
- USBE's carryover training video walks through the details.

Book the plan review

Put SLT plan review on an agenda early enough that plans can go back for edits and still be approved by the BA before May 1.

Three conditions:

- Review plans in a format identical to the SLT Reporting Website.
- Receive the completed Council Signature Forms.
- Confirm the board's annual training has already taken place.

That third condition is why this training is scheduled when it is.

THE CORE TASK

What to look for in a plan

Do not send plans with known issues to USBE. Have the council correct them first — a returned plan costs weeks you may not have.



Allowable expenditures

Nothing for administration, construction, maintenance, facilities, overhead, furniture, storage, security, athletics, or non-academic activities.



Direct academic impact

Every expenditure ties to a most critical academic need, with measurable outcomes.



Alignment to the TSSP

The plan implements a component of the Teacher and Student Success Plan.



Evidence of council process

Data was reviewed, the council voted, and votes for, against, and absent are recorded.



Signature forms in hand

Completed Council Signature Forms received; the school retains them for three years.



Realistic budget

The total matches the projection, and the plan will actually spend it.

The LEA Review Guide for Plans and Amendments is the same instrument reviewers use. Work from it.

MARCH – MAY

Reports in, plans out

March 1

The BA finalizes Final Reports in the reporting website. The board and the school's parents must receive a copy or summary by this date. Verify funds were spent as planned by comparing detailed financial records to the approved plan.

March – April

Complete the board's review of SLT plans and make sure every compliance issue is resolved before anything goes to USBE.

May 1

After your review, upcoming plans are due to USBE from the business administrator, along with the Charter Assurance, to be considered for July funding.

June: work with schools on any edits USBE requests. Comments will indicate whether the plan needs another council vote or a return to board review.

WATCH FOR

Where oversight most often breaks down



No owner for monitoring

Everyone assumes the principal, the BA, or the board is tracking fall requirements. Nobody is.



Stale election procedures

Procedures written years ago no longer match how elections actually run, or were never posted.



Training after the fact

The board reviews plans in February and gets its training in April.



Reviewing the wrong artifact

The board approves a summary document rather than the plan as it appears in the reporting website.



Passing problems upstream

Plans with known issues are sent to USBE, come back for edits, and miss the funding window.



Lump sum, blurred books

July funds arrive for the charter and are not tracked back to each school's plan.

BEFORE WE ADJOURN

Five decisions to make today

1 Who owns the compliance tracker, school by school, and when do they report to us?

2 When are our internal deadlines for final reports and upcoming plans?

3 Which board meetings carry the prior-year report and the plan review?

4 Do we use pre-verification or post-verification for purchases, and who runs it?

5 Are our election procedures current, and are they posted where they belong?

Record the answers, and this training, in the minutes of today's meeting.

QUESTIONS AND SUPPORT

Where to go next

● **School Children's Trust Section, USBE**

schoollandtrust@schools.utah.gov — councils, elections, plans, and compliance. On-site training available on request.

● **SLT Reporting Website**

Fall requirements, plans, amendments, final reports, and school-by-school budget records.

● **Training resources**

schools.utah.gov/schoollandtrust/trainingresources

● **Review guides and templates**

[LEA Review Guide for Plans/Amendments](#) · [LEA Review Guide for Final Reports](#) · [Council Signature Form](#) · [Election Procedure template](#) · [Carryover training video](#)