



# POLICY MANUAL

## About the CGA Policy Manual

The role of the CGA Board of Directors is to establish policies, while the role of the Administration is to implement those policies through administrative procedures. Policies are principles adopted by the board to chart a course of action. Administration Procedures are detailed directions developed by the administration to put policy into practice. A policy may provide sufficient direction by itself and it may not be accompanied by an administrative procedure.

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# 1. BOARD-MANAGEMENT DELEGATION POLICIES

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## 4.8 Board Members' Code of Ethics

Relevant Codes and Rules:

Date Adopted/Effective:

Date Last Reviewed/Revised:

As a member of the Board, I shall promote the best interests of Canyon Grove Academy as a whole and, to that end, shall adhere to the following ethical standards:

### **Equity in Attitude**

- I will be fair, just, and impartial in all of my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

### **Trustworthiness in Stewardship**

- I will be accountable to the public by representing Canyon Grove Academy policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in the Canyon Grove Academy's affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of Canyon Grove Academy resources.
- I will make no personal promise or take private action that may compromise the performance of my responsibilities.

### **Honor in Conduct**

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

### **Integrity of Character**

- I will refuse to surrender judgment to any individual or group at the expense of Canyon Grove Academy as a whole.

- I will consistently uphold all applicable laws, rules, policies, and governance procedures.

**Confidentiality**

- I will not disclose information that is confidential by law or that will needlessly harm the Canyon Grove Academy if disclosed.

**Commitment to Service**

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policy making and oversight.

- I will diligently prepare for and attend Board meetings.

- I will avoid personal involvement in activities the Board has delegated to the Principal.

- I will seek continuing education that will enhance my ability to effectively fulfill my duties.

**Student--centered focus**

- I will be continuously guided by what is best for all students of the Canyon Grove Academy.

# 2. REQUIRED POLICIES

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*Policies that require board approval by Utah Code and Statute.*

## ACADEMIC POLICIES

<b>Attendance and Truancy</b>	Type: Required
Relevant Codes and Rules: <a href="#">R277-419</a> (Continuing enrollment/pupil accounting rules), R277-607, 53A-11-101.5-101.7, 53A-11-102	
Date Adopted/Effective: 12/12/11	Date Last Reviewed/Revised: 12/12/11

### **Attendance Policy**

The School considers a student's regular school attendance of paramount importance as attendance increases academic learning and the student's opportunities to profit from educational instruction. Frequent absences disrupt the instructional and learning process and violates Utah's Compulsory Education Law (Utah Code §53A-11-101.5).

The School's Administrative Site Team and Teachers make Earnest and Persistent Effort (EPE) to facilitate regular school attendance in accordance with the following guidelines:

1. Teachers are required to keep attendance records for students assigned to their class. Teachers should use electronic roll books and must make the rolls available for inspection in accordance with school policy.
2. Teachers and the Principal should contact the parent/guardian of any student accumulating three or more absences.
3. If a student accumulates five or more unexcused absences during a single school year, the Principal may issue a notice of compulsory education violation to the parent/guardian, a notice of truancy to the student and parent/guardian, or both. Notices are issued as follows:
  - a. The Principal sends notices of truancy to parents and students over the age of twelve. The Principal may send notices of compulsory education violation to parents of any student.
  - b. The Principal may send notices of truancy to the student and the student's parent/guardian. The Principal sends notices of compulsory education violation to the parent/guardian but not the student.
  - c. Notices must direct the student's parent/guardian and, for notices of truancy only, the student to (a) meet with the Principal and discuss the student's attendance problems and (b) cooperate with this policy and applicable law in ensuring the student's regular attendance. The Principal may not conduct this meeting with the student present if the student is under the age of twelve.
  - d. The Principal will include his or her name and contact information in each notice.

- e. Notices of compulsory education violation must include a statement that the parent’s intentional or reckless failure to meet and discuss the attendance problems and prevent five or more unexcused absences during the remainder of the school year constitutes a class B misdemeanor for the parent/guardian.
- f. The Principal may provide notice by mail, email, or by phone. Official notices are sent to the parent/guardian by certified mail or personal service.

4. The Principal may refer the student’s attendance problems to state, local, or school board authorities if the Principal has previously sent a notice of compulsory education violation or notice of truancy and either the parent/guardian refuses to meet with the Principal as required in the notice or the student accumulates five or more unexcused absences after an official notice is sent.

5. Parents receiving a notice of truancy or notice of compulsory education violation may appeal the notice and any related disciplinary action by contacting the Site Director. The Site Director’s contact information is available to such parents after contacting the office. The Site Director will review the case and listen to the parent’s reason for the appeal and absences prior to making a determination on the issue.

6. The School is a closed campus. Students are not permitted to leave school grounds during school hours except in the following circumstances:

- a. Students may go home for lunch provided a parent or guardian of the student has provided the school office with written permission.
- b. A parent, guardian, or individual listed on an approved emergency release form makes an in-person request at The School’s front office for the student’s release from school and the authorized person accompanies the student off of the school premises.
- c. An emergency occurs that reasonably requires removal of the student from school grounds.

7. The School accepts the following as excused absences: illness, a family death, an approved school activity, an absence approved by the child’s IEP or Accommodation Plan, or any other excuse established as valid by the Administrative Site Team. Parents may excuse absences by notifying the school.

8. The Administrative Site Team may approve extended absences if the parent/guardian collaborates with the Administrative Site Team to define the absence and establish a reasonable plan for the student to make-up missed learning opportunities.

<b>Dual Enrollment</b>	Type: Suggested
Relevant Codes and Rules: <a href="#">R277-438</a> , <a href="#">53A-11-102.5</a>	
Date Adopted/Effective: Oct 27, 2015	Date Last Reviewed/Revised

Canyon Grove offers enrollment to students who desire to be simultaneously enrolled at CGA as well as in a homeschool, other public school, or a regularly established private school (“dual enrollment”), provided that the conditions herein are met and the student abides by all other applicable CGA policies, as determined by the Administrative Site Team.

The parents/guardians of a student who wish to enroll in both CGA and another school must meet with one or more members of the Administrative Site Team prior to dual enrollment. During this meeting, the parents/guardians and the Administrative Site Team member(s) will develop an enrollment plan that will meet the best interests of the student and address the logistical issues related to dual enrollment. At a minimum, the plan must include (i) an obligation for the student to participate in all student assessments in which full-time CGA students participate and (ii) a consistent plan for school attendance.

<b>Enrollment</b>	Type: Required
Relevant Codes and Rules: <a href="#">53a-1a-506</a> , <a href="#">R277-472</a>	
Date Adopted/Effective:	Date Last Reviewed/Revised:

The school is a public charter school that will not discriminate on the basis of disability, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry.

The school fills student enrollment based on the following priority:

1. Preferential Enrollment
2. Early Kindergarten Enrollment
3. Open Enrollment
4. Lottery Selection

**Preferential Enrollment**

First preferential enrollment for any grade is given to children of founding members. Secondary preferential enrollment is given to children of teachers at the school. Final preferential enrollment will be given to siblings of students already admitted to or attending the school.

**Early Kindergarten Enrollment**

Consistent with federal law, the school will hold an early kindergarten enrollment period and lottery for students wishing to attend the K-8 school following their 4-year-old pre-school year. Students who do not participate in the early lottery but who attend the pre-school may participate in the second lottery or may be added to the waiting list for enrollment to the K-8 school. The early kindergarten enrollment period will be held July 1 through July 31, thirteen months prior to the school year for which enrollment is being applied. A maximum of 48 kindergarten openings will be available during this early enrollment period. Students do not need to attend the pre-school to apply during the early enrollment period.

**Open Enrollment**

Once a student has been admitted to the school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the open enrollment closing date, the total number of applicants exceeds the number of spaces available at the school. The open enrollment period is January 1 through February 15, seven months prior to the school year for which enrollment is being applied.



### Lottery Selection

A lottery is a random selection process by which the school admits applicants. The school will use a lottery if, during the open enrollment period, more students apply for admission to the charter school (in any grade) than can be admitted. Students who have preferential enrollment or early kindergarten enrollment are exempt from participation in the lottery process. Students who apply for admission to a grade that has more students apply than can be admitted will be assigned a random number. Student numbers will be selected using an accepted lottery process and the lottery number and corresponding student name will be recorded in order until all lottery numbers have been selected. Students will then be admitted to the school in the order created by the lottery process until all openings for each grade level are filled. Remaining student names are added to the waiting list, preserving the order created by the lottery process. When a student is admitted to the school through the lottery process, all siblings of that student are admitted immediately, if space is available. If space is not available for a particular grade, that sibling will be placed on the waiting list. The school will notify applicants of the lottery results within 2 weeks. Students placed on the waiting list will be given the opportunity to attend the school if spots become available during the school year. Families will be notified and students have 3 school days to accept the opening. Students who apply after the enrollment period will be admitted as space allows or will be added to the waiting list. Waiting lists become void at the end of the school year.

<b>Right to Transfer from Persistently Dangerous School</b>	Type: Suggested
Relevant Codes and Rules: R277-483-6 (A)	
Date Adopted/Effective: 8/12/10	Date Last Reviewed/Revised: 8/12/10

Canyon Grove Academy will comply with the state code regarding right to transfer from persistently dangerous schools.

## NON-ACADEMIC POLICIES

<b>Dress Code</b>	Type: Optional
Relevant Codes and Rules: <a href="#">53A-15-1102</a>	
Date Adopted/Effective:	Date Last Reviewed/Revised: 3/26/15

Canyon Grove Academy has a common dress code. The intent of the common dress code is to minimize distractions in the learning environment, promote a sense of community among students, and increase campus safety and security. Clothing items conforming to the following standards may be worn, regardless of brand. School uniform items are available at local stores.

Interpretation of the common dress code is the responsibility of the Canyon Grove Academy Administration. Clothing items that are not specifically addressed in this policy, draw undue attention to the student, or disrupt the learning process will not be allowed.

This policy addresses both school uniforms as well as the uniforms to be worn for Physical Education classes.

### **School Uniforms**

Collared shirt or blouse

- Shirts must be solid white, solid navy blue, or solid forest green.
- Shirts may be capped sleeve, short sleeve, three--quarter sleeve, or long sleeve length.
- Turtlenecks and mock turtlenecks are allowed.

### **General Guidelines for Uniform Tops**

- Shirts must be buttoned up to within the top one or two buttons.
- All clothing must be clean, appropriately sized, and worn correctly.
- Pants/shorts/skirts must be worn at the waist. Shoes must be tied or fastened, clothing must be worn right--side--out, appropriate underwear must be worn. Clothing should not be excessively tight or excessively loose. Clothing shall not be excessively worn or have holes. No “low--riding” of pants or shorts will be allowed.

### **Pants, capris, shorts, skort, skirt, or jumper**

- Bottoms must be solid khaki, solid navy blue, or approved school plaid.
- Items must be made from woven cotton, linen, corduroy, or cotton/polyester blend fabrics. Denim fabrics are not allowed.

### **General Guidelines for Uniform Bottoms**

- Pants, capris, shorts, skorts, and skirts should be worn at the waist or hips. No “low riding” is allowed, even if the undergarments do not show.
- The hemlines in jumpers and skirts shall be no shorter than 2 inches above the kneecap; shorts and skorts will not be shorter than 4 inches above the kneecap.
- Shorts that are worn under skirts must not be visible and must be a dark color.
- Ankle or capri length leggings in navy blue, forest green, or white may be worn under skirts and jumpers.

### **Accessories**

- Only dark belts with a conservative buckle may be worn. If a belt is worn it should pass through all belt loops.
- Students may wear their choice of optional tie in solid navy blue, solid forest green, or the approved school plaid.
- Only solid white or primarily dark shoes (black, dark brown, navy blue, or gray) with closed toes and closed heels are allowed. Shoes should not have contrasting logos or bright, neon or distracting trim. Shoes must be properly fastened or tied. No wheeled shoes will be allowed. No shoes with lights will be allowed. Dark laces must be worn with dark shoes. White laces must be worn with white shoes.
- Students may wear solid white or dark colored (e.g., navy, black, brown, gray, forest) socks.
- Girls are able to wear solid color tights or leggings under their skirts or dresses of navy, white, or khaki color.

- For warmth, in the classroom, students may wear a solid navy, forest green, or white cardigan, blazer, sweater vest, hoodless sweatshirt, or zip--up fleece jacket (with or without hood). Hoods may not be worn inside the building. The uniform shirt must be visible. Pullover hoodie style sweatshirts are not allowed.
- Only conservative hairstyles in natural hair colors are acceptable. Hair accessories with metallic, white, navy blue, forest green, brown, black, or approved school plaid hair accessories are appropriate.
- Minimal, natural looking make-up may be worn.

### **Jewelry**

- Minimally distracting jewelry is allowed. Jewelry is limited to a small crucifix or religious medal, a single ring, a medical bracelet, a conservative watch, or small post--type earrings, or a single bracelet in a non--distracting color.
- Girls are limited to one earring per ear. Boys may not wear earrings. No body or facial piercing jewelry allowed. No gauges allowed.

### **Hats and Outerwear**

- Head coverings will be allowed indoors only for religious beliefs or medical conditions. Hats that offer protection from the sun may be worn during outdoor activities. Such hats must be solid navy, solid forest green, or solid khaki with no graphics or logos other than the school emblem.
- Outerwear (coats, hats, scarves, gloves, etc.) must be removed while students are inside the building.

### **General Guidelines**

- No graphics, cartoon characters, words, large logos, gang insignia, or visibly distracting buttons and trims are allowed on any clothing items, accessories, or shoes.
- Clothing must be suitable for the weather, appropriately sized, clean, mended, pressed, and worn neatly-- right side out. Undergarments should not be visible.
- Interpretation of the common dress policy is the responsibility of the CGA Administration. Clothing items that are not specifically addressed in this policy, draw undue attention to the student, or disrupt the learning process will not be allowed.
- School spirit days may include relaxed dress requirements. Such days are approved by the CGA Board of Trustees or Administration in advance. They will be announced and posted on the school calendar and website.

### **Approved School Plaid**

Canyon Grove Academy Board of Trustees has approved the following plaid:

Dress Gordon.

Acceptable plaids are available from multiple manufacturers:

- Blakes: #80
- Buckhead: #63, #35
- Classy Uniforms
- Custom School Uniforms/Thorson Embroidery: plaid #61
- Dennis: campbell 201--215, carden 201--220, christopher 201--225

- Frank Bee: 1B--PC
- Inka's: #59
- Land's End: white plaid

**Physical Education Uniforms – 7th and 8th grade only**

Canyon Grove Academy has a dress code for middle school physical education classes. Students in seventh and eighth grade are required to change for PE classes and will be provided a PE locker in which to store their clothing. The intent of this policy is to minimize distractions in the learning environment, increase student safety, and provide for appropriate ease of movement during physical education classes. Clothing items conforming to the following standards may be worn, regardless of brand.

**PE Uniform Shirts**

- Cotton T--shirt with optional school logo (athletic heather gray or white) . Shirts may be capped sleeve, short sleeve, three-- quarter sleeve, or long sleeve length.
- Heather gray ringer T--shirts with navy or forest green bands are allowed.
- Shirts must be of a length that does not expose the midriff. PE Uniform Pants, capris, or shorts (solid navy)
- Students may wear track pants, fleece sweatpants, warm-up pants, yoga pants, cheer shorts, or athletic shorts. Denim is not allowed.
- Pants, capris, and shorts should be worn at the waist or hips. No "low riding" is allowed, even if the undergarments do not show.

**PE Uniform Accessories**

- Students must wear basic athletic shoes with light colored soles. Shoes must be properly fastened or tied. No wheeled shoes will be allowed.
- Students must wear plain athletic socks. Socks may be ankle, crew, or knee--high length.
- A plain, athletic heather gray, fleece sweatshirt without a hood may be worn over the heather gray T--shirt.
- For safety during P.E. classes, all jewelry must be removed with the exception of medical bracelets and necklaces (which must be tucked inside the student's clothing) or small post-type earrings.

**PE Uniform General Guidelines**

- Appropriate supportive undergarments such as athletic supporters or sports bras should be worn. Undergarments should not be visible.
- Middle School Physical education teachers may ask a student not to wear clothing that is too revealing, that restricts movement, or that is otherwise inappropriate for a P.E. class

<b>Delay or Early Release in School Day Schedule</b>	Type: Optional
Relevant Codes and Rules:	

Date Adopted/Effective:	Date Last Reviewed/Revised:
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There may be times due to unexpected events that will require school to begin on a delayed schedule or to release students early. The decision to delay or release early will cautiously be made by the Executive Director. If the decision is made to delay or release early, the announcement will be made on our webpage, Facebook page, email, and/or text message will be sent out to all families.

<b>Fundraising</b>	Type: Required
Relevant Codes and Rules: <a href="#">53A-3-414</a>	
Date Adopted/Effective:	Date Last Reviewed/Revised:

All revenue producing activities at CGA, including fundraising projects, must support the school vision and educational philosophy. Students, steering committees, parents or teachers may suggest fundraising projects. However, it important to acknowledge that fundraising at CGA is not simply about generating money. Fundraising must involve parents, students and the local community. It should provide students with opportunities to apply the academic skills they learn at school to real-life situations.

Fundraising proposals may be presented to the CGA Board at any scheduled board meeting. Proposals for fundraising projects should include a detailed plan that answers the following questions. 1. For what purpose do we need additional funds? 2. How much revenue do we intend to generate? 3. How does this fundraiser align with our school’s mission statement and educational beliefs? Incoming funds and outgoing expenses must be accurately recorded and documented.

### **Ongoing Fundraising Programs**

#### **Enrichment Program**

Although the enrichment program is not a fundraising program, some revenue will inevitably be generated. Proceeds must first be used to pay for the enrichment program materials and supplies. Remaining funds will be used to purchase classroom materials, pay for professional development opportunities for teachers, and increase teachers’ salaries. The enrichment program underscores the philosophy of CGA that learning must continue outside of the classroom.

#### **Recycling**

CGA seeks to reduce its negative impact on the environment by recycling all possible waste materials. Income generated from recycling will be used to support school programs that emphasize environmental responsibility.

#### **School Pictures**

Each fall, as part of a practical learning experience, the middle school photography students will take student portraits. To emphasize CGA’s commitment to the environment, the pictures will be taken on the school grounds. In addition, parents and students will be able to view their completed portraits online before payment so that waste is reduced. Image CDs with reprinting rights will be offered

consistent with CGA's integrated technology philosophy. Revenue will be designated for increased technology.

### **Pre-School**

To plan for the possibility of future state requirements for public pre-schools, CGA has included preschool classrooms in its building. A tuition based preschool program will be offered both to generate funds to pay for the additional space and to create an on-site lab in which CGA students may complete the FACS aspect of the CTE requirements. Funds will be used to pay for the loans on, leases on, or utilities cost of the facility. Surplus funds will be used to pay for the salaries of CGA teachers who work in the Preschool classroom. The pre-school will share the mission and focus of CGA. Preschool students will wear the same uniform adopted for older students. Parent involvement will be an integral part of the program.

### **School Store**

An on-site and online school store will be maintained by CTE students in the middle grades or by after school enrichment classes. Items sold may include school sweaters, inexpensive uniform options, water bottles, school supplies, keychains, bumper stickers, hats, wristbands, and books. Revenue will provide school uniforms for students who qualify for fee waivers. Surplus funds may be used for any school program as designated by the Assistant Director.

### **School Fine Arts Events**

CGA will hold plays, concerts, deaf plays, musicals, melodramas, etc. throughout the year. Some events may charge admission. Admissions collected will cover the costs of securing performing rights, costuming, etc. Remaining money will be used to support the school's fine arts program, including classroom materials and teacher salaries.

### **Building Rentals**

CGA believes that learning does not end when the final school bell rings and thus will make its facilities available for rent to the community. The little theater, outdoor amphitheater, dance studios, gymnasium, lunchroom, and selected classrooms are available for a variety of activities on evenings and weekends. Rental of the school building will require application and will be subject to approval by the Assistant Director. Rental fees will be approved yearly by the Board. Non-profit groups may use small portions of the school building at the consent of the Assistant Director, providing that their activities do not impose additional costs to the school, proper insurance coverage is provided, and the requested space and time do not interfere with school activities. Use of funds generated from building rentals is at the discretion of the Assistant Director, upon approval from the Board of Trustees.

### **Miscellaneous**

Individual classes will coordinate miscellaneous small fundraisers as part of the curriculum. The proceeds will fund classroom supplies, educational materials and playground equipment. Such fundraisers may include programs provided by Campbell's Soup Labels, Box Tops for Education, Robert's Craft, Cream O' Weber's Give 'Em Five, Target, Macey's, Smith's, and Albertson's. Teachers integrate the fundraisers as part of their lesson plans. For example, a 3rd grade math class may use the Box Tops for Education program to discuss the following questions: How many 10 cent box tops will it take to

reach our goal? How many boxes of cereal can one family realistically eat per school year? What shape/size are box tops? What does the expiration date represent? Why does General Mills require the box tops to be trimmed? How much will it cost in postage to deliver the box tops? Does General Mills recycle the box tops after receiving them? Is there any tracking information on the box top that allows General Mills to know which type of cereal or other food was purchased? What percentage of the total price of the box of cereal does 10 cents equal? How does our school sign up for the program? How much money per year does General Mills actually give schools? Does General Mills receive any tax advantages by donating money to our school?

<b>Food Sales</b>	Type: Required
Relevant Codes and Rules: <a href="#">R277-719</a>	
Date Adopted/Effective: 11/11/15	Date Last Reviewed/Revised: 11/11/15

This policy shall apply to all foods sold anywhere on school grounds during the school day when school is in session or during school sponsored events in all areas of the school accessible to students.

#### **VENDING MACHINES**

Food and beverage vending machines will not be available for student use. Vending machines selling their products may be made available at the discretion of the school administration.

Vending machines may be available in the teacher lounge. Diet sodas, candy, gum and other snack food items not meeting the nutritional requirements for student foods may be sold in these machines, but should not be taken into the classrooms.

All agreements for vending machines shall be in writing in a contract form approved by the Board of Trustees. Operation of the vending machines may be outsourced by Quail Run at the discretion of the Board.

Accounts shall be reported, and receipts provided, to the Business Director no later than the last day of each month school is in session. Summer months shall be reported together during the first week of school. Profits from the vending machines will be used for Student Enrichment and Team Nutrition activities.

#### **SCHOOL STORE**

The school store will not sell food or beverage items.

#### **FIELD TRIPS**

The School prohibits parents, teachers, or volunteers from purchasing, or providing, food for children that are not their own on field trips.

Students who have brought discretionary money with them to appropriate field trips will be allowed to purchase their own snacks and beverages. Examples of appropriate field trips include the State and County Fair and the Zoo.

All food purchased on field trips must be eaten on the field trip or packed up for transport to the school. Food and beverage consumption will be prohibited in the buses. No open beverages will be allowed on

the buses. An exception can be made for water at the discretion of the school administration on a case by case basis.

### FUNDRAISERS

Food may be sold during fundraisers. All revenue producing activities at Quail Run, including fundraising projects, must support the school vision and educational philosophy. Each project must be individually approved by the Board of Trustees and should provide students with opportunities to apply the academic skills they learn at school in real-life situations.

Fundraising proposals may be presented to the Board of Trustees at any scheduled board meeting.

Proposals for fundraising projects should include a detailed plan that answers the following questions:

1. For what purpose do we need additional funds?
2. How much revenue do we intend to generate?
3. How does this fundraiser align with our school's mission statement and educational beliefs?

### SPECIAL EVENTS

Food may be sold at special events at the discretion of the School Administration. Each event must be individually approved. These events need not be approved by the Board. All food items sold at school sponsored events should meet the health and nutrition standards contained in the school Wellness Policy. A specific exception is made for Cotton Candy at a School Carnival.

### FOOD MARKETING IN SCHOOL

School-based marketing will be consistent with nutrition education and health promotion. As such, Quail Run will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually. School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged. Examples of marketing include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; and free samples or coupons. Marketing activities that promote healthful behaviors (and are therefore allowable) include but are not limited to: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; and coupons for discount gym membership.

<b>Fee Waiver</b>	Type: Required
Relevant Codes and Rules: <a href="#">R277-407</a> , <a href="#">53A-12-103</a>	
Date Adopted/Effective:	Date Last Reviewed/Revised: 10.28.15

It is Canyon Grove Academy's policy that no elementary school child (K-6) may be charged for anything that takes place or is used during the regular school day. That includes textbooks, classroom equipment



and supplies, field trips and assemblies. Fees can be charged for programs which take place before or after school or during school vacations (and for things used in those programs).

Canyon Grove Academy does have fees for 7th & 8th Grades. A Fee Schedule is posted on Canyon Grove Academy’s website under Parent Resources tab. It is clearly stated on the Fee Schedule that Fee Waivers are available for qualified families. A 7th & 8th Grade Fee Schedule is included in the Yearly Student Update Packet and the New Student Registration Packet.

Canyon Grove Academy will announce field trips in advance and will accept donations towards that field trip. Verbiage in the prior notice will be: “We are forbidden by state law from charging a fee to cover the cost of this activity, which is costing the school a total of \$\_\_\_\_\_. We can, however, seek donations. If you can donate to cover the cost of this activity, please do so by \_\_\_\_\_ (date).”

The Fee Waiver Application, Fee Chart, Fee Policy, and Declaration of Household Income (with Instructions) are included in Canyon Grove Academy’s Yearly Registration Update Packet and New Student Registration Packet.

## STUDENT CONDUCT POLICIES

<b>Bullying, Cyberbullying, Harassment, and Suicide Prevention</b>	Type: Required
Relevant Codes and Rules: <a href="#">R277-613</a> , <a href="#">R277-609</a> , <a href="#">53A 11a-301</a> , <a href="#">R277-620</a> , <a href="#">53A-11a-203</a>	
Date Adopted/Effective:	Date Last Reviewed/Revised:

### **Anti-Bullying, Cyberbullying, Harassment, Hazing and Retaliation Policy**

Harassment or bullying of students is not tolerated by the school or the board. This includes online “cyber” bullying.

This policy is in effect while students are on school property, while attending or engaged in a school-sponsored activity, while away from school grounds if the misconduct directly affects the good order, efficient management and / or welfare of the school.

#### **Bullying**

Consists of: ongoing threats, physical attacks, words, gestures, or social exclusion Directed at: a student or students, teachers, school staff, or animals. By: a student or group of students who are older, bigger, smarter, faster, louder, or more powerful Bullying creates an objectively hostile school environment that meets one or more of the following

conditions:

- Places the student in reasonable fear of harm to the student's person or property
- Has a substantially detrimental effect on the student's physical or mental health
- Has the effect of substantially interfering with the student's academic performance
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school

**Students who feel that they have been bullied need to:**

- Communicate that he/she expects the behavior to stop, if the student is comfortable doing so. If the student wants assistance communicating with the bully, the student should ask a teacher, staff member or director to help.
- If the bullying does not stop, or the student does not feel comfortable confronting the bully, the student should tell a teacher or the school's director, exactly what happened.

**When a student or student has indicated that they are being bullied or witnessed bullying the school will take the following actions:**

- Based on the severity of the situation the director will contact the parents of the student who is being bullied within 48 hours of being notified of suspected bullying.
- The school will investigate allegations of bullying. The director or designee will be responsible for handling all complaints by students alleging bullying.
  - A form containing the following information will be filled out in each case:
    - Name of the reporting student(s)
    - Name of the suspect offender(s)
    - Witnesses (if any)
    - Date and location of the incident(s)
    - A description of the incident(s)
- No retaliation against the student who reports the bullying or suspected bullying will be permitted

**In the case that the director or designee has found that a student or students are bullying the following actions will be taken:**

- Parents will be notified, an entry in the student's file will be added, and the student will not be allowed to participate in extracurricular activities until otherwise noted by the director
- The Principal will determine the appropriate action to be taken.
- Consequences may include:
  - In School Suspension (ISS)
  - Conference with parents
  - Re-teaching
  - Out of School Suspension and probation
  - Expulsion
  - Contacting law enforcement

The aforementioned disciplinary actions are in compliance with Utah Code Ann. 53A-11-904 and in accordance with the U.S Department of Education Office for Civil Rights.

### False Reports

If the director or designee determines that a false bullying report was made and that the report was made with malice the director may impose disciplinary actions on the reporting student(s)

<b>Disciplinary Action</b>	Type: Required
Relevant Codes and Rules: <a href="#">R277-609</a> (standards for School Discipline Plans), <a href="#">R277-608</a> (Corporal Punishment Prohibition), <a href="#">53A-15-603</a> (Gang Prevention), <a href="#">53A-11-906</a> (Alternatives to Suspension)	
Date Adopted/Effective:	Date Last Reviewed/Revised:

**The school has two school-wide rules of behavior that all students follow and all classroom teachers enforce:**

- Be responsible.**
- Be respectful.**

**The *Student and Parent Handbook*** shall contain a summary of Admission, Suspension and Expulsion, Policies and Rules of Behavior. The handbook shall be given to all students at the beginning of the year and shall be made available online.

### Suspension/Expulsion

Note: When making decisions on behavioral interventions for students receiving special education services, the IEP team shall refer to the *USOE Special Education Least Restrictive Behavior Interventions (LRBI) Guidelines* for information on research-based intervention procedures.

**When a student fails to follow the school rules of behavior, a teacher may determine appropriate disciplinary action. Such disciplinary action may include a student behavior contract, a parent-teacher conference, or a behavior conference with the Director. A teacher may refer any student to the Director for a behavior conference. The teacher shall immediately report to the Director of the school and take the student to the Director for appropriate action. The Director shall immediately conference with the student. The Director shall explain to the student any reasons for the suspension. The students shall have the opportunity to tell his/her side of the story. The Director shall document the student conference.**

*In an emergency situation, which constitutes a clear and present danger to students or school personnel, suspension may be imposed without affording the student the opportunity of a conference. When such an emergency situation occurs that requires the immediate use of moderately or highly intrusive interventions to protect the student or others from harm, school staff shall complete and submit a emergency behavior information form and shall notify the student's parents within 24 hours.*

If the Director suspends the student, a parent or emergency contact shall be notified immediately. If a student is suspended before the end of the school day, the student shall only be released to a parent or emergency contact. The Director shall immediately notify the parent or guardian that the student has been suspended, the grounds for suspension, and the period of time for which the student is suspended.

The Director shall ask the parent or guardian of the student to attend a parent/teacher conference regarding the suspension. This meeting shall be scheduled to occur as soon as is practicable, but in all cases prior to the end of the tenth day of the suspension. The Director or other authorized school administrator must attend the conference. The student shall not be returned to the class from which he was suspended, during the period of suspension, without the concurrence of the teacher of the class and the Director. During the time of suspension from the class, a place shall be provided by the administration for the student to report, until the situation is resolved. Students shall be allowed to complete make-up work or substitute assignments for those missed while the student is suspended.

The Director may suspend a student for up to ten consecutive school days. The length of time that a student is suspended shall be related to the seriousness of the offense.

If a student is suspended for more than 10 school days or is subject to expulsion, the Director shall give notice to the student and parents, *in writing*, the reasons for suspension or expulsion. The director shall also notify the parents, *in writing*, of the opportunity to request a hearing. If a parent requests a hearing, such a hearing shall be conducted in accordance with the following State recommended procedures:

- The parent shall have and receive notice of:

1. Names of witnesses against him and opportunity to present witnesses (witnesses' names may be protected if school determines they would suffer physical/psychological harm; student cannot *compel* witnesses);
2. Reasonable time to prepare the case;
3. The opportunity for counsel, if school district/local board uses an attorney;
4. The right to notice of procedures for the hearing in writing, in student handbook or on district website;
5. The right to have the hearing recorded;
6. A *fair* hearing officer (credible and objective person or panel – not necessarily uninformed);

- The decision must not be based *solely* on hearsay; rules of evidence do not control.
- The student has no official protection against self-incrimination; though if criminal charges are also pending, this may require consultation with local law enforcement.
- A decision must be made *only on evidence presented at the hearing*.
- Student/parent has the right to written findings.
- Decision is by a preponderance (>50%) of the evidence.
- Student should have at least one level of appeal.

- Student/parents must “exhaust administrative remedies” and participate and cooperate in one of these processes, prior to appealing a decision to District Court.

*Discipline Procedures for Students With Disabilities.*

**If the pupil qualifies as a disabled student under IDEA or 504, or if the student is currently being evaluated for special education services, suspension must follow all applicable state and federal laws regarding students with disabilities. The special education team (including parents, School Director, classroom teachers, and special education teachers) must ensure that any disciplinary or suspension procedures are aligned with the student’s IEP and are carefully documented.**

The school follows Utah Special Education Rules regarding discipline procedures for students with disabilities which states:

#### **AUTHORITY OF SCHOOL PERSONNEL**

1. School personnel may consider any unique circumstances on a case-by case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.
2. School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
3. After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the LEA must provide services to the extent required.
4. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student’s disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the 10th day of removal that constitutes a change in placement, the LEA must provide services to the student.

#### **SERVICES**

1. A student with a disability who is removed from the student’s current placement must:
  - a. Continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s IEP; and
  - b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
2. The services may be provided in an interim alternative educational setting.
3. An LEA is only required to provide services during periods of removal to a student with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a student without disabilities who is similarly removed.
4. After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, if the current removal is for not more than ten (10) consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the student’s teachers, determine the extent to which services are needed, so as to enable the student

to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

5. If the removal is a change of placement, the student's IEP team determines appropriate services to be provided during the removal.

#### **CHANGE OF PLACEMENT DUE TO DISCIPLINARY REMOVALS**

1. For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if:

a. The removal is for more than ten (10) consecutive school days; or

b. The student has been subjected to a series of removals that constitute a pattern:

(1) Because the series of removals total more than ten (10) school days in a school year;

(2) Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and

(3) Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

2. The LEA determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

#### **MANIFESTATION DETERMINATION**

1. Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

b. If the conduct in question was the direct result of the LEA's failure to implement the IEP.

2. The conduct must be determined to be a manifestation of the student's disability if the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was caused by or had a direct and substantial relationship to the student's disability, or was the direct result of the LEA's failure to implement the IEP.

3. If the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies.

4. If the LEA, the parent, and relevant members of the IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP team must:

a. Either:

(1) Conduct a functional behavioral assessment (FUBA), unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the student; or

(2) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

b. Unless the misconduct falls under the definition of special circumstances in V.E.5, return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

5. **Special circumstances.** School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

- a. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA, or
- c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.
- d. Definitions. For purposes of this section, the following definitions apply:
  - (1) Controlled substance means a drug or other substance that cannot be distributed without a prescription, identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812(c)).
  - (2) Illegal drug means a controlled substance but does not include a drug controlled, possessed, or used under the supervision of a licensed health-care professional or one legally possessed or used under the Controlled Substances Act or under any other provision of Federal law (21 USC 812).
  - (3) Serious bodily injury means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC 1365). Serious bodily injury does not include a cut, abrasion, bruise, burn, disfigurement, physical pain, illness, or impairment of the function of a bodily member, organ or mental faculty that is temporary (20 USC 1365).
  - (4) Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2-1/2 inches (18 USC 930).

#### **PROCEDURAL SAFEGUARDS NOTICE**

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice.

#### **DETERMINATION OF SETTING**

The student's IEP team determines the interim alternative educational setting for services if the behavior that gives rise to the removal is not a manifestation of the student's disability, the removal constitutes a change of placement, or the behavior falls under the special circumstances in V.E.

#### **APPEALS BY PARENT OR LEA**

- 1. The parent of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or an LEA that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a due process hearing complaint.
- 2. Authority of hearing officer.
  - a. A due process hearing officer hears, and makes a determination regarding an appeal.
  - b. In making the determination, the hearing officer may:
    - (1) Return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of the discipline procedures under Part B of the IDEA or these Rules or that the student's behavior was a manifestation of the student's disability; or
    - (2) Order a change of placement of the student with a disability to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
  - c. The appeal procedures may be repeated if the LEA believes that returning the student to the original

placement is substantially likely to result in injury to the student or to others.

3. Expedited due process hearing.

a. Whenever a hearing is requested, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing.

b. The LEA is responsible for arranging the expedited due process hearing with the USOE, which must occur within twenty (20) school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within ten (10) school days after the hearing.

c. Unless the parents and LEA agree in writing to waive the resolution meeting, or agree to use mediation:

(1) A resolution meeting must occur within seven (7) calendar days of receiving notice of the due process complaint; and

(2) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) calendar days of the receipt of the due process complaint.

d. The decisions on expedited due process hearings are appealable.

**PLACEMENT DURING APPEALS.**

When an appeal has been made by either the parent or the LEA, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified, whichever occurs first, unless the parent and the SEA or LEA agree otherwise.

**PROTECTIONS FOR STUDENTS NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES**

1. A student who has not been determined to be eligible for special education and related services under Part B of the IDEA, and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this part if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

2. An LEA must be deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred:

a. The parent of the student expressed concern in writing to supervisory or administrative personnel of the appropriate LEA, or a teacher of the student, that the student is in need of special education and related services;

b. The parent of the student requested an evaluation of the student; or

c. The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of the LEA or to other supervisory personnel of the LEA.

3. An LEA would not be deemed to have knowledge that a student is a student with a disability if:

a. The parent of the student:

(1) Has not allowed an evaluation of the student; or

(2) Has refused services under this part; or

b. The student has been evaluated in accordance with and determined to not be a student with a disability under Part B of the IDEA.

4. If an LEA does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to students without disabilities who engage in comparable behaviors.

a. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

(1) Until the evaluation is completed, the student remains in the educational placement determined by



school authorities, which can include suspension or expulsion without educational services.

(2) If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the LEA and information provided by the parents, the LEA must provide special education and related services.

### **REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES**

1. Nothing in Part B of the IDEA prohibits an LEA from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.

2. Transmittal of records.

a. An LEA reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the LEA reports the crime.

b. An LEA reporting a crime under this section may transmit copies of the student’s special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

<b>Search and Seizure Policy</b>	Type: Required
Relevant Codes and Rules: <a href="#">R277-615</a> , <a href="#">53A-11-1305</a>	
Date Adopted/Effective: 12/12/11	Date Last Reviewed/Revised: 12/12/11

The Administration is responsible for protecting both the health and safety of the enrolled students and the effective operation of the school. As such, the Administration is occasionally asked to weigh an individual’s interest in privacy against public safety assurances that can be obtained by conducting a search or seizure. The following are Quail Run Primary School’s guidelines for when and how school officials may conduct searches and seize property.

1. Only the Administration is authorized to conduct a search. A second Administration member or the police should supervise the search. If a police officer or additional supervisory Administration member is impractical because of an immediate concern for safety, the search should be conducted in view of another member of the school’s staff.

2. Searches should be conducted out of view of the general student body. Student searches should be performed by the Administration in a manner that minimizes embarrassment to the student.

3. Unless the Administration reasonably believes that immediate action is necessary to prevent bodily harm to student or another person, the Administration must contact the parent/guardian of the student prior to conducting any search. If contact is possible, the Administration must ask the parent/guardian if they would like to be present and, if an affirmative response is received, may not conduct the search

until the parent/guardian has reasonable opportunity to attend. The Administration may detain a student in the school office for a reasonable amount of time while waiting for the parent to arrive.

4. The Administration may only search removed clothing and personal property if there is a reasonable concern that the clothing or personal property conceals something that may cause immediate harm to the student, other students, or the school staff. The Administration may require the student to removal all personal effects from the student’s pockets. The Administration is not authorized to ask students to remove an item of clothing as part of a search, touch the students during the search, or conduct a strip search. The Administration must contact and refer the issue to the police if the Administration has a reasonable belief that a student is concealing an illegal item on their person.

5. Student lockers are considered school property. The Administration may search lockers if (a) the search is part of a scheduled locker inspection or maintenance, (b) the Administration reasonably believes that conditions or circumstances exist that may threaten the health or safety of those in the school, or (c) the Administration provided reasonable prior notice to the student’s parent/guardian of the search and has reasonable cause to believe that the locker contains items that violate the school rules or any applicable law. The Administration should provide students prior verbal or written notice of scheduled locker inspection or maintenance. The Administration must notify the police if criminal activity is discovered during the search.

6. The Administration regulates the school’s parking lots and should report any suspicious vehicles to the police.

7. The Administration may provide the results of a search to the police and may prosecute any criminal activity that occurs on school grounds to the full extent allowed by law.

8. The Administration may detain students conducting illegal activities, provided that the Administration promptly contacts both the police and the student’s parent/guardian.

## HEALTH & SAFETY POLICIES

<b>Acceptable Computer Use and Internet Safety</b>	Type: Required
Relevant Codes and Rules: <a href="#">R277-495</a> , <a href="#">53A-3-422</a> , <a href="#">423</a> , <a href="#">53A-1-706</a> , <a href="#">53A-1a-524</a>	
Date Adopted/Effective:	Date Last Reviewed/Revised:

### **Student Computer Use Policy**

Student use of electronic information resources must be in support of education and research and must be consistent with the educational objectives of the School. While access to all materials on a worldwide network cannot be controlled, Internet access in the School is monitored on an ongoing basis.

#### **1. Acceptable Network Use**

- a. Students will use the Internet and other electronic information resources in an appropriate manner.
- b. Students who formally publish school related information on the Internet must have proper approvals and abide by school publishing guidelines and procedures.

c. Students are expected to abide by generally accepted rules of network etiquette. These rules include, but are not limited to, being polite, never sending or encouraging others to send abusive messages, and never using inappropriate language.

## 2. Unacceptable Network Use

a. Students may not intentionally transmit or receive material in violation of law or school policy. This includes, but is not limited to, pornographic, indecent or sexually suggestive materials, weapons, controlled substances or alcohol, or incendiary devices. Users are prohibited from posting or sending content that contains threats or is hatefully or racially, ethnically or otherwise objectionable.

b. Students may not participate in or promote any illegal or inappropriate activities, disruptive use of the network, or activities of any kind that do not conform to the rules, regulations and policies of the School.

c. Students may not use the network for product advertisement or political lobbying.

d. Students may not reveal personal information such as names, addresses, telephone numbers, passwords, credit card numbers or social security numbers. Releasing personal information of others or that of organizations associated with the school is prohibited.

e. Students may not intentionally harm or destroy school data, the network, or network performance.

This includes, but is not limited to, creation and introduction of computer viruses, unauthorized access to restricted systems or programs, or using the school network to illegally access other systems.

## 3. Expectation of Privacy

a. Student files, disks, documents, etc., which have been used on or created with school electronic information resources are not considered private.

b. Electronic mail transmissions are not private.

## 4. Disciplinary Action

a. The combined signatures indicate that the student and parent/legal guardian have carefully read, understand and agree to abide by these terms and conditions regarding proper behavior and use of the network. The signatures on the Student Signature of Agreement Form are legally binding.

b. Students who violate the terms and conditions of this policy will be subject to disciplinary action, including the possibility of suspension or expulsion from school and appropriate legal action. Access to electronic information may be limited, suspended or revoked.

## 5. Student Liability

a. Students and their parents will be held responsible and financially liable for damage to computers or other equipment caused by willful and/or negligent behavior. Signing the "Agreement" page of this form indicates an understanding and acceptance of this liability policy.

## 6. Service Disclaimer

The School makes no warranties of any kind, either expressed or implied, for the electronic information resources it is providing. The School will not be responsible for any damages a student suffers while using these resources. These damages may include, but are not limited to, loss of data as a result of delays, employee errors or omissions, or non-deliveries or service interruptions caused by a network system. Use of information obtained by the network system is at the user's own risk. The School specifically denies any responsibility for the accuracy of information obtained through the electronic information resources.

**ACCEPTANCE OF STUDENT COMPUTER USE POLICY**

This section must be signed and returned to the school.

As a student at Canyon Grove Academy, I have read the Student Computer Use Policy (“policy”) and have reviewed and discussed this policy with my parent/legal guardian. I understand that violation of the use provisions stated in the policy may result in use limitation, suspension or revocation and/or disciplinary actions by the School, or by legal authorities, including the possibility of suspension or expulsion from school and/or appropriate legal action. I further understand that I am legally responsible and financially liable for damage to computers or other equipment caused by my willful and/or negligent behavior. I accept that responsibility, liability, and all terms of the policy.

Student’s Printed Name: \_\_\_\_\_

Student’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

As the parent of a student at Canyon Grove Academy, I have read the Student Computer Use Policy (“policy”) and have reviewed and discussed this policy with my student, of whom I am the parent/legal guardian. I understand that violation of the use provisions stated in the policy may result in use limitation, suspension or revocation and/or disciplinary actions by the School, or by legal authorities, including the possibility of suspension or expulsion from school and/or appropriate legal action. I further understand that my student is legally responsible and financially liable for damage to computers or other equipment caused by his/her willful and/or negligent behavior. As the below named student’s parent/legal guardian, I accept that responsibility, liability, and all terms of the policy.

Parent’s/Guardian’s Printed Name: \_\_\_\_\_

Parent’s/Guardian’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

For Office Use Only:

Date Issued: \_\_\_\_\_ Student Name: \_\_\_\_\_

Grade : \_\_\_\_\_ Computer Model: \_\_\_\_\_

Serial Number: \_\_\_\_\_ Issued By: \_\_\_\_\_

<b>Head Injury</b>	Type: Required
Relevant Codes and Rules: <a href="#">R277-614-4</a>	
Date Adopted/Effective:	Date Last Reviewed/Revised:

In compliance with Utah State Board of Education Rule R277-614 the school has established this Head Injury and Concussion Policy to provide education about concussion for coaches, school personnel,

parents, and students. This policy outlines procedures for staff to follow in managing concussions, and outlines school policy as it pertains to return to play issues following a concussion.

The school seeks to provide a safe return to activity for all students following any injury, but particularly after a concussion. In order to effectively and consistently manage these injuries, procedures have been developed to aid in ensuring that concussed students are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day and are fully recovered prior to returning to activity.

Administration, Physical Education Specialists and/or Parent Steering Committees shall review this protocol annually. Any changes or modifications will be reviewed and given to athletic department staff, including coaches and other appropriate school personnel in writing.

All appropriate staff shall attend a yearly inservice meeting in which procedures for managing sporting event-related concussions are discussed.

### **Recognition of Concussion**

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

### **Common signs and symptoms of sports-related concussion**

Signs (observed by others):

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

Symptoms (reported by student):

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

These signs and symptoms following a witnessed or suspected blow to the head or body are indicative of probable concussion. Any student who exhibits signs, symptoms, or behaviors consistent with a

concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the contest, game, or practice and shall not return to play until cleared by an appropriate health care professional. Management and Referral Guidelines for All Staff

1. The following situations indicate a medical emergency and require activation of the Emergency

Medical System:

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

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

Guidelines and Procedures for Coaches and Teachers Supervising Contests and Games:

RECOGNIZE • REMOVE • REFER

### **Recognize concussion**

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

### **Remove from activity**

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

When in doubt, sit 'em out!

### **Refer the athlete/student for medical evaluation**

1. The agent of the school is responsible for notifying the student's parent(s) of the injury.
  - a. Contact the parent(s) to inform a parent of the injury. Depending on the injury, either an emergency vehicle will transport or parent(s) will pick the student up at the event for transport. (see Section II).

- b. A medical evaluation is required before returning to play.
2. In the event that a student's parent(s) cannot be reached, and the student is able to be sent home (rather than directly to MD):
- a. The school agent should insure that the student will be with a responsible individual, who is capable of monitoring the student and understanding the home care instructions, before allowing the student to go home.
  - b. The school agent should continue efforts to reach a parent.
  - c. If there is any question about the status of the student, or if the student cannot be monitored appropriately, the student should be referred to an Emergency Department for evaluation. A school agent should accompany the student and remain with the student until a parent arrives.
  - d. The school agent shall provide for supervision of other students for whom he or she is responsible when accompanying the injured student. Students with suspected head injuries should not be permitted to drive home.
3. School agents should seek assistance from the host site certified athletic trainer (ATC) or team physician, if available, at an away contest if the injury occurs at a formal athletic contest.

### **Return to Play (RTP) Procedures After Concussion**

1. Return to activity and play is a medical decision. The student must meet all of the following criteria in order to progress to activity:
- a. Asymptomatic at rest and with exertion (including mental exertion in school) AND
  - b. have written clearance from the student's primary care provider or concussion specialist (student must be cleared for progression to activity by a physician other than an Emergency Room physician, if diagnosed with a concussion).
2. Once the above criteria are met, the student will be progressed back to full activity following the step-wise process detailed below. (This progression must be closely supervised by a school agent. If your school does not have an athletic trainer, then the coach must have a very specific plan to follow as directed by the athlete's physician).
3. Progression is individualized, and will be determined on a case-by-case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the student, and sport/activity in which the student participates. An athlete/student with a prior history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport may be progressed more slowly.
4. Stepwise progression as described below:
- Step 1. Complete cognitive rest. This may include staying home from school or limiting school hours (and studying) for several days. Activities requiring concentration and attention may worsen symptoms and delay recovery.
- Step 2. Return to school full-time.

Step 3. Light exercise. This step cannot begin until the student is no longer having concussion symptoms and is cleared by a physician for further activity. At this point the athlete may begin walking or riding an exercise bike. No weight lifting.

Step 4. Running in the gym or on the field. No helmet or other equipment.

Step 5. Non-contact training drills in full equipment. Weight training can begin.

Step 6. Full contact practice or training.

Step 7. Play in game. Must be cleared by physician before returning to play. The student should spend 1 to 2 days at each step before advancing to the next. If post concussion symptoms occur at any step, student must stop the activity and the treating physician must be contacted. Depending upon the specific type and severity of the symptoms, the student may be told to rest for 24 hours and then resume activity at a level one step below where he or she was at when the symptoms occurred. This resumption of activity could be considerably simplified for a student injured during recess compared to a student injured at a game or formal practice.

### Potential Problem Areas

While current Utah law designates that a student may be returned to play by “an appropriate health care provider”, the school may limit the credentials from which it will accept clearance in its sole discretion. Generally, students will be required to provide a note from his/her healthcare provider before being allowed to return to play. This is a very important decision and will be made after careful consideration by the athletic director, director, superintendent, teacher (elementary), and parent(s).

The school's liability carrier may also be consulted.

The administration will not allow students clearly having concussion symptoms to return to play even if given clearance by a healthcare provider.

<b>Medical Recommendations</b>	Type: Required
Relevant Codes and Rules: <a href="#">53A-11-605</a>	
Date Adopted/Effective: 11/11/2015	Date Last Reviewed/Revised: 11/11/2015

### 1. Purpose:

To clarify for school personnel and parents/guardians the recommendations or directions that school personnel may make or give to parents/guardians about seeing health care professionals or using specific medications for their children.

### 2. Policy:

2.1. School personnel may provide information and observations to parents/guardians about their children. Such information or reports may include observations and concerns in the following area:

2.1.1. progress

2.1.2. health and wellness



2.1.3. social interactions

2.1.4. behavior

2.1.5. topics consistent with the Utah Family Education Rights and Privacy Act (UCA 53A-13-302)

2.2. School personnel may communicate information and observations between school personnel regarding a child.

2.3. In accordance with Vista guidelines and procedures, school personnel may refer students to other appropriate personnel and agents, including referrals and communication with a school counselor working within the school.

2.4. School personnel may consult or use appropriate health care professionals in the event of an emergency while the student is at school consistent with student emergency information provided at student enrollment.

2.5. With the exception of school counselors as outlined in section 2.7, school personnel may not:

2.5.1. recommend to a parent/guardian that a child take or continue to take a psychotropic medication

2.5.2. require that a child take or continue to take a psychotropic medication as a condition for attending school

2.5.3. recommend that a parent/guardian seek or use a type of psychiatric or psychological treatment for a child

2.5.4. conduct a psychiatric or behavioral health evaluation or mental health screening, test, evaluation, or assessment of a child except where this conflicts with the Individuals with Disabilities Education Act (IDEA).

2.6. In compliance with State Law (UCA 62A-4a-403), school personnel are required to report suspected child abuse, however; unless failure to take action would present a serious, imminent risk to the child's safety or the safety of others; school personnel may not make a child abuse or neglect report to authorities solely or primarily on the basis that a parent or guardian refuses to consent to:

2.6.1. a psychiatric, psychological, or behavioral treatment for a child, including the administration of a psychotropic medication to a child

2.6.2. a psychiatric or behavioral health evaluation of a child.

2.7. A school counselor or other mental health professional acting in accordance with Title 58, Chapter 60, Mental Health Professional Practice Act, or licensed through the State Board of Education, working within the school system may:

2.7.1. recommend, but not require, a psychiatric or behavioral health evaluation of a child

2.7.2. recommend, but not require, psychiatric, psychological, or behavioral treatment for a child

2.7.3. conduct a psychiatric or behavioral health evaluation or mental health screening, test, evaluation, or assessment of a child in accordance with the Utah

#### **Family Educational Rights and Privacy Act**

2.7.4. provide to a parent/guardian, upon the specific request of the parent/guardian, a list of three or more health care professionals or providers, including licensed physicians, psychologists, or other health specialists.

2.8. Nothing in this policy shall be interpreted as discouraging general communication not prohibited by this policy between school personnel and a student’s parent/guardian.

<b>Suicide Prevention Programs</b>	Type: Required
Relevant Codes and Rules: <a href="#">R277-620</a>	
Date Adopted/Effective: 11/11/15	Date Last Reviewed/Revised: 11/11/15

Canyon Grove recognizes that: (a) physical, behavioral, and emotional health is an integral component of a student’s educational outcomes; (b) suicide is a leading cause of death among young people; (c) it has a responsibility to take a proactive approach in preventing deaths by suicide; and (d) the school should provide an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide, and fosters positive youth development. Toward this end, the school will implement methods and programs that focus on prevention of youth suicides; youth suicide intervention; and postvention for family, students and faculty. The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

<b>Child Abuse-Neglect Reporting</b>	Type: Required
Relevant Codes and Rules: <a href="#">53A-6-502</a> , <a href="#">62A-4a-402</a> , <a href="#">R277-401</a>	
Date Adopted/Effective: Nov 11, 2015	Date Last Reviewed/Revised: Nov 11, 2015

A school employee must notify the building director of the neglect or abuse. However, such a report to a director, supervisor, school nurse or psychologist does not satisfy the employee's personal duty to report to law enforcement or DCFS. Employees should document the date, time, and agency (DCFS or Law Enforcement) and name of the person to whom the suspected child abuse or neglect was reported. The anonymity of those reporting or investigating child abuse or neglect shall be preserved in a manner required by (Utah Code,Section 62A-4a-412). Persons making reports or participating in an investigation of alleged child abuse or neglect in good faith are immune from any civil or criminal liability that otherwise might arise from those actions, as provided by law.

## PARENT & COMMUNITY POLICIES

<b>Parent Involvement</b>	Type: Required
Relevant Codes and Rules: <a href="#">53A-1a-105</a>	
Date Adopted/Effective: 12/12/11	Date Last Reviewed/Revised: 12/12/11

Canyon Grove Academy believes that ongoing involvement of parents is very important to the success of its students' education. To meet the Title I Schools a requirement, Canyon Grove has created and supports a strong parent-school partnership. As a Title I school, Canyon Grove encourages parent volunteerism and plans meaningful activities in which parents and families may participate.

Canyon Grove convenes a Title I orientation meeting annually, in conjunction with the "Back to School/Meet Your Teacher" night at the beginning of each school year. All parents are invited and encouraged to attend. This meeting is used to inform parents of the school's participation under Title I and explain Title I requirements and the parents' rights to be involved. Teachers also inform parents regarding curriculum used in the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.

A committee of parents is responsible for the construction and revision of this policy, in addition, to the development of the School-wide Title I Plan. This parent committee will meet twice a year, with additional meetings as deemed necessary for the improvement and benefit of the school. In addition to the parent committee, the executive board will utilize at least one elected parent representative and other appointed parent representatives as allowed or required by the charter or by-laws. Canyon Grove will provide parents with relevant information regarding parent involvement, their child's achievement, and the school's performance.

This will include, but is not limited to, the following:

- Yearly Title I meeting
- Parent Literacy and Math Nights
- School performance records and proficiency level expectations distributed each school year through UCAS and summative test results
- Written communications from teacher, including
  - o Emails to parents
  - o Quarterly progress reports
  - o Formal standardized test scores reports
- Oral communication from teacher, including
  - o Phone and/or email contacts
  - o Conference opportunities (at least twice per year)
  - o Interaction at after-school functions
- School council meetings
- Newsletters
- A Parent and Administration question and answer session occurring at least once a term, with notes from the meeting emailed to parents
- Posting upcoming events on the school website
- Timely responses to parent suggestions through emails, telephone calls, notes and conferences
- Satisfaction surveys distributed to parents at least once a year

Parents, through the annual "Meet your Teacher Night" and the Canyon Grove Family Handbook, will be assisted in understanding the following: the National Education Goals, Utah's state content

standards and student performance standards, school improvement process (when applicable), the Utah Criterion- Referenced Test (Sage), and Title I requirements. Translations will be provided to the extent possible, funded by Title I. Ongoing Parent Nights will provide opportunities for parents to participate in school related activities throughout the year. Consistent with the school's commitment to green education, the school will provide parents with electronic resources to help their students at home in reading, math, and writing. Materials and information regarding child development and school achievement are also made electronically available to parents. Additionally, volunteer training seminars will be conducted at least once a year to train those individuals who desire to become active volunteers at the school.

The Parent Representative will inform the administration of parent concerns and/or activities when deemed appropriate by the Parent Representative. Canyon Grove will coordinate and integrate parent involvement programs and activities with programs such as the Federal Department of Education (through the distribution of brochures) and other programs to the extent feasible and appropriate. The Parent Representative is responsible for emailing parents, at least monthly, about volunteer and committee opportunities using volunteer and committee email aliases provided by the school.

The School Administration will work with various community organizations to further the school's interests and increase community involvement. The Parent Representative, in conjunction with parent committees, will develop a Parent-Teacher-Student Compact. This compact will outline how parents, the school staff, and students will share the responsibility for improved students' academic achievement and the means by which the school and parents will build a partnership to help students achieve the state's standards. The contract shall address the importance of communication between teachers and parents on an ongoing basis. The compact will be distributed to all parents through the Canyon Grove Family Handbook.

The school will accept suggestions and comments from parents on an ongoing basis. All data, comments, and suggestions, including unsatisfactory comments, regarding the Title I school plan and parent involvement policy, are collected and sent to the LEA. The Board considers this information when reviewing the Parent Involvement Policy and Parent Involvement Action Plan for the school.

<b>Building Use</b>	Type: Required
Relevant Codes and Rules: <a href="#">53A-3-414</a>	
Date Adopted/Effective:	Date Last Reviewed/Revised:

CGA believes that learning does not end when the final school bell rings and thus will make its facilities available for rent to the community. The little theater, outdoor amphitheater, dance studios, gymnasium, lunchroom, and selected classrooms are available for a variety of activities on evenings and weekends. Rental of the school building will require application and will be subject to approval by the Assistant Director. Rental fees will be approved yearly by the Board. Non-profit groups may use small portions of the school building at the consent of the Assistant Director, providing that their activities do not impose additional costs to the school, proper insurance coverage is provided, and the requested space and time do not interfere with school activities. Use of funds generated from building rentals is at the discretion of the Assistant Director, upon approval from the Board of Trustees.

## RIGHTS & PRIVACY POLICIES

<b>Religious Expression and Education</b>	Type: Required
Relevant Codes and Rules: <a href="#">R277-105</a> , <a href="#">53A-13-101.1</a>	
Date Adopted/Effective: 8/12/2010	Date Last Reviewed/Revised: 8/12/2010

Requests for waivers of participation in School Activities will be handled consistent with and in compliance with Utah Administrative Code R277-105-5.

<b>Discrimination and Sexual Harassment</b>	Type: Required
Relevant Codes and Rules: <a href="#">R277-112</a>	
Date Adopted/Effective: 6/28/2017	Date Last Reviewed/Revised: 6/28/2017

It is policy of the Canyon Grove Academy (CGA) not to discriminate on the basis of sex, race, national origin, creed, religion, age, marital status, sexual orientation, gender dysphoria, or disability in its educational programs, activities, or employment policies as required by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973.

The policy against non-discrimination applies in all aspects of the school's programs and activities, including but not limited to admissions and the administration of discipline. It shall be a violation of this policy for any student or employee of the school to harass a student or an employee through conduct or communication in any form as defined by this policy or to retaliate against any individual for filing, receiving, investigating, or providing information concerning any complaint alleging violation of a federal civil rights law under this policy. This policy will be posted on the school's website and distributed as part of the annual online registration process.

### **Title VI of the Civil Rights Act of 1964**

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

1. Preventing a person from enrolling in a school, class, or extracurricular school activity based on race, color, or national origin.
2. Arbitrarily placing a student in a school or class with the intent of separating the student from the general population of students because of the student's race, color, or national origin.
3. Setting higher standards or requirements as a prerequisite before allowing minorities to enroll in a school, class, or activity.

4. Unequally applying disciplinary action based on a student's race, color, or national origin.
5. Failing to provide the necessary language assistance to allow limited English-proficient students the same opportunity to learn as English-proficient students.
6. Administering tests or other evaluative measures, which by design or by grading do not allow minority students the same opportunity to present a true measure of their abilities.
7. Providing advice or guidance to minority students with the intent to direct them away from schools, classes, or educational activities based on their race, color, or national origin.
8. Providing instructional and related services to minority students that are inferior to those provided to non-minority students.

**Title IX of the Education Amendments of 1972**

Title IX of the Education Amendments of 1972 is a federal law that prohibits discrimination on the basis of sex in providing educational programs and services. It is policy of the school not to discriminate against any student, employee, or applicant on the basis of sex. The school will ensure that no student will be excluded from participating in or having access to any course offerings, student athletics, or other school resources based on unlawful discrimination. CGA will take all necessary steps to ensure that each employee's work environment is free of unlawful discrimination based on sex. No employee of the school, including any person representing the school, shall intimidate, threaten, harass, coerce, discriminate against, or commit or seek reprisal against anyone who participates in any aspect of the discrimination complaint process associated with this policy.

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

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

**Complaints**

Any person who believes he or she has been the victim of discrimination, harassment, or sexual harassment by another student or an employee of the school, or any third person with knowledge of conduct that may constitute discrimination, harassment, or sexual harassment should immediately report the alleged acts to the Executive Director. If the complaint is against the Executive Director, the complaint should be submitted to the chair of the school's Board of Directors. The school is committed to investigating all complaints of discrimination or harassment under federal civil rights laws and will take action to stop any harassment or discrimination that is discovered.

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

**Compliance Officer**

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

<b>Technology Security Policy</b>	Type: Required
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Relevant Codes and Rules: <a href="#">53A-1-401</a> , <a href="#">53A-1-403</a> , <a href="#">R277-487</a> , <a href="#">R277-495</a> .	
Date Adopted/Effective: 9/28/2017	Date Last Reviewed/Revised: 9/28/2017

## 1. Purpose

The purpose of this policy is to ensure the secure use and handling of all school data, computer systems and computer equipment by Canyon Grove Academy students, patrons, and employees.

## 2. Policy

### 2.1 Technology Security

It is the policy of CGA to support secure technology systems for the school, including security for all personally identifiable information that is stored on paper or stored digitally on school-maintained computers and networks. This policy supports efforts to mitigate threats that may cause harm to the school, its students, or its employees.

The school will ensure reasonable efforts will be made to maintain network security. Data loss can be caused by human error, hardware malfunction, natural disaster, security breach, etc., and may not be preventable.

All persons who are granted access to the school network and other technology resources are expected to be careful and aware of suspicious communications and unauthorized use of school devices and the network. When an employee or other user becomes aware of suspicious activity, he/she is to immediately contact the school's Information Security Officer with the relevant information.

This policy and procedure also covers third party vendors/contractors that contain or have access to CGA critically sensitive data. All third party entities will be required to sign the Restriction on Use of Confidential Information Agreement before accessing our systems or receiving information.

It is the policy of CGA to fully conform with all federal and state privacy and data governance laws. Including the Family Educational Rights and privacy Act, 20 U.S. Code §1232g and 34 CFR Part 99 (hereinafter "FERPA"), the Government Records and Management Act U.C.A. §62G-2 (hereinafter "GRAMA"), U.C.A. §53A-1-1401 et seq and Utah Administrative Code R277-487.

Professional development for staff and students regarding the importance of network security and best practices are included in the procedures. The procedures associated with this policy are consistent with guidelines provided by cyber security professionals worldwide and in accordance with Utah Education Network and the Utah State Office of Education. CGA supports the development, implementation and ongoing improvements for a robust security system of hardware and software that is designed to protect CGA's data, users, and electronic assets.

## 3. Procedure

### 3.1. Definitions:

3.1.1. Access: Directly or indirectly use, attempt to use, instruct, communicate with, cause input to, cause output from, or otherwise make use of any resources of a computer, computer system, computer network, or any means of communication with any of them.

3.1.2. Authorization: Having the express or implied consent or permission of the owner, or of the person authorized by the owner to give consent or permission to access a computer, computer system, or computer network in a manner not exceeding the consent or permission.

3.1.3. Computer: Any electronic device or communication facility that stores, retrieves, processes, or transmits data.

3.1.4. Computer system: A set of related, connected or unconnected, devices, software, or other related computer equipment.

3.1.5. Computer network: The interconnection of communication or telecommunication lines between: computers; or computers and remote terminals; or the interconnection by wireless technology between: computers; or computers and remote terminals.

3.1.6. Computer property: Includes electronic impulses, electronically produced data, information, financial instruments, software, or programs, in either machine or human readable form, any other tangible or intangible item relating to a computer, computer system, computer network, and copies of any of them.

3.1.7. Confidential: Data, text, or computer property that is protected by a security system that clearly evidences that the owner or custodian intends that it not be available to others without the owner's or custodian's permission.

3.1.8. Encryption or encrypted data – The most effective way to achieve data security. To read an encrypted file, you must have access to a secret key or password that enables you to decrypt it.

3.1.9. Personally Identifiable Information (PII) - Any data that could potentially identify a specific individual. Any information that can be used to distinguish one person from another and can be used for de-anonymizing anonymous data can be considered Protected data

3.1.10. Security system: A computer, computer system, network, or computer property that has some form of access control technology implemented, such as encryption, password protection, other forced authentication, or access control designed to keep out unauthorized persons.

3.1.11. Sensitive data - Data that contains personally identifiable information.

3.1.12. System level – Access to the system that is considered full administrative access. Includes operating system access and hosted application access.

### 3.2. Security Responsibility

3.2.1. CGA shall appoint, in writing, an IT Security Officer (ISO) responsible for overseeing school-wide IT security, to include development of school policies and adherence to the standards defined in this document.

### 3.3. Training

3.3.1. CGA, led by the ISO, shall ensure that all school employees having access to sensitive information undergo annual IT security training which emphasizes their personal responsibility for protecting student and employee information. - Training resources will be provided to all school employees.

3.3.2. CGA, led by the ISO, shall ensure that all students are informed of Cyber Security Awareness.

### 3.4. Physical Security

#### 3.4.1. Computer Security



3.4.1.1. CGA shall ensure that any user's computer must not be left unattended and unlocked, especially when logged into sensitive systems or data including student or employee information. Automatic log off, locks and password screen savers should be used to enforce this requirement.

3.4.1.2. CGA shall ensure that all equipment that contains sensitive information will be secured to deter theft.

#### 3.4.2. Server/Network Room Security

3.4.2.1. CGA shall ensure that server rooms and telecommunication rooms/closets are protected by appropriate access control which segregates and restricts access from general school or school office areas. Access control shall be enforced using either keys, electronic card readers, or similar method with only those IT or other staff members having access necessary to perform their job functions are allowed unescorted access.

3.4.2.2. Telecommunication rooms/closets may only remain unlocked or unsecured when because of building design it is impossible to do otherwise or due to environmental problems that require the door to be opened.

#### 3.4.3. Contractor access

3.4.3.1. Before any contractor is allowed access to any computer system, server room, or telecommunication room the contractor will need to present a company issued identification card, and his/her access will need to be confirmed directly by the authorized employee who issued the service request or by CGA's Executive Director.

### 3.5. Network Security

3.5.1. Network perimeter controls will be implemented to regulate traffic moving between trusted internal (school) resources and external, untrusted (Internet) entities. All network transmission of sensitive data should enforce encryption where technologically feasible.

#### 3.5.2. Network Segmentation

3.5.2.1. CGA shall ensure that all untrusted and public access computer networks are separated from main school computer networks and utilize security policies to ensure the integrity of those computer networks.

3.5.2.2. CGA will utilize industry standards and current best practices to segment internal computer networks based on the data they contain. This will be done to prevent unauthorized users from accessing services unrelated to their job duties and minimize potential damage from other compromised systems.

#### 3.5.3. Wireless Networks

3.5.3.1. No wireless access point shall be installed on CGA's computer network that does not conform with current network standards as defined by the Network Manager. Any exceptions to this must be approved directly in writing by the Information Security Officer.

3.5.3.2. CGA shall scan for and remove or disable any rogue wireless devices on a regular basis.

3.5.3.3. All wireless access networks shall conform to current best practices and shall utilize at minimal WPA encryption for any connections. Open access networks are not permitted, except on a temporary basis for events when deemed necessary.

#### 3.5.4. Remote Access

3.5.4.1. CGA shall ensure that any remote access with connectivity to the school's internal network is achieved using the school's centralized VPN service that is protected by multiple factor authentication systems. Any exception to this policy must be due to a service provider's technical requirements and must be approved by the Information Security Officer.

### 3.6. Access Control

3.6.1. System and application access will be granted based upon the least amount of access to data and programs required by the user in accordance with a business need-to-have requirement.

#### 3.6.2. Authentication

3.6.2.1. CGA shall enforce strong password management for employees, students, and contractors.

##### 3.6.2.2. Password Creation

3.6.2.2.1. All server system-level passwords must conform to the Password Construction Guidelines posted in the CGA Policy Manual.

##### 3.6.2.3. Password Protection

3.6.2.3.1. Passwords must not be shared with anyone. All passwords are to be treated as sensitive, Confidential information.

3.6.2.3.2. Passwords must not be inserted into email messages or other forms of electronic communication.

3.6.2.3.3. Passwords must not be revealed over the phone to anyone.

3.6.2.3.4. Do not reveal a password on questionnaires or security forms.

3.6.2.3.5. Do not hint at the format of a password (for example, "my family name").

3.6.2.3.6. Any user suspecting that his/her password may have been compromised must report the incident and change all passwords.

#### 3.6.2. Authorization

3.6.2.1. CGA shall ensure that user access shall be limited to only those specific access requirements necessary to perform their jobs. Where possible, segregation of duties will be utilized to control authorization access.

3.6.2.2. CGA shall ensure that user access should be granted and/or terminated upon timely receipt, and management's approval, of a documented access request/termination.

#### 3.6.3. Accounting

3.6.3.1. CGA shall ensure that audit and log files are maintained for at least ninety days for all critical security-relevant events such as: invalid logon attempts, changes to the security policy/ configuration, and failed attempts to access objects by unauthorized users, etc.

#### 3.6.4. Administrative Access Controls

3.6.4.1. CGA shall limit IT administrator privileges (operating system, database, and applications) to the minimum number of staff required to perform these sensitive duties.

#### 3.7. Incident Management

3.7.1. Monitoring and responding to IT related incidents will be designed to provide early notification of events and rapid response and recovery from internal or external network or system attacks.

#### 3.8. Business Continuity

3.8.1. To ensure continuous critical IT services, IT will develop a business continuity/disaster recovery plan appropriate for the size and complexity of school IT operations.

3.8.2. CGA shall develop and deploy a school-wide business continuity plan which should include as a minimum:

- Backup Data: Procedures for performing routine daily/weekly/monthly backups and storing backup media at a secured location other than the server room or adjacent facilities. As a minimum, backup media must be stored off-site a reasonably safe distance from the primary server room.
- Secondary Locations: Identify a backup processing location, such as another School or school building.
- Emergency Procedures: Call the CTO or Web Developer of CGA's Educational Services Provider. They will initiate emergency actions to include: recovery of backup data, restoration of processing at the secondary location, and generation of student and employee listings for ensuing a full head count of all.

#### 3.9. Malicious Software

3.9.1. Server and workstation protection software will be deployed to identify and eradicate malicious software attacks such as viruses, spyware, and malware.

3.9.2. CGA shall install, distribute, and maintain spyware and virus protection software on all school-owned equipment, i.e. servers, workstations, and laptops.

3.9.3. CGA shall ensure that malicious software protection will include frequent update downloads (minimum weekly), frequent scanning (minimum weekly), and that malicious software protection is in active state (real time) on all operating servers/workstations.

3.9.4. CGA shall ensure that all security-relevant software patches (workstations and servers) are applied within thirty days and critical patches shall be applied as soon as possible.

3.9.5. All computers must use the school approved anti-virus solution.

3.9.6. Any exceptions to section 3.9 must be approved by the Information Security Officer.

### 3.10. Internet Content Filtering

3.10.1. In accordance with Federal and State Law, CGA shall filter internet traffic for content defined in law that is deemed harmful to minors.

3.10.2. CGA acknowledges that technology based filters are not always effective at eliminating harmful content and due to this, CGA uses a combination of technological means and supervisory means to protect students from harmful online content.

3.10.3. In the event that students take devices home, CGA will provide a technology based filtering solution for those devices. However, the school will rely on parents to provide the supervision necessary to fully protect students from accessing harmful online content.

3.10.4. Students shall be supervised when accessing the internet and using school owned devices on school property.

### 3.11. Data Privacy

3.11.1. CGA considers the protection of the data it collects on students, employees and their families to be of the utmost importance.

3.11.2. CGA protects student data in compliance with the Family Educational Rights and privacy Act, 20 U.S. Code §1232g and 34 CFR Part 99 ( "FERPA"), the Government Records and Management Act U.C.A. §62G-2 ( "GRAMA"), U.C.A. §53A-1-1401 et seq, 15 U.S. Code §§ 6501–6506 ("COPPA") and Utah Administrative Code R277-487 ("Student Data Protection Act").

3.11.3. CGA shall ensure that employee records access shall be limited to only those individuals who have specific access requirements necessary to perform their jobs. Where possible, segregation of duties will be utilized to control authorization access.

### 3.12. Security Audit and Remediation

3.12.1. CGA shall perform routine security and privacy audits in congruence with the school's Information Security Audit Plan.

3.12.2. school personnel shall develop remediation plans to address identified lapses that conforms with the school's Information Security Remediation Plan Template.

3.13. Employee Disciplinary Actions shall be in accordance with applicable laws, regulations and school policies. Any employee found to be in violation may be subject to disciplinary action up to and including termination of employment with the CGA.

<b>Dissemination of Information about Juvenile Offenders</b>	Type: Required
Relevant Codes and Rules: <a href="#">R277-714-3</a>	
Date Adopted/Effective: 8/12/10	Date Last Reviewed/Revised: 8/12/10

The dissemination of any information about students between agencies and other schools shall be consistent with FERPA and GRAMA, including applicable time periods and protection of private information.

The Administrative Site Team shall establish procedures by which certain staff members have authority to receive private information about students, depending upon the offense and the circumstances. These procedures shall be approved by the Board of Trustees and made available to parents and students upon request.

A dispute regarding the dissemination of information shall be decided in favor of a student's rights to privacy, except in the event of apparent imminent danger to persons or property.

## FINANCIAL POLICIES

<b>Internal Control</b> <a href="#">R277-113</a>	
Relevant Codes and Rules:	
Date Adopted/Effective:	Date Last Reviewed/Revised:

Canyon Grove Academy, under the direction of the Board of Trustees, is required to establish and maintain adequate accounting records and internal control procedures. Internal control consists of five components: control environment, risk assessment, control activities, information and communication, and monitoring. The objectives of internal control relate to financial reporting, operations, and compliance.

Canyon Grove Academy and all levels of administration are responsible for preventing and detecting instances of fraud and related misconduct and for establishing and maintaining proper internal controls that provide security and accountability of the resources of the school. Administration is also responsible for recognizing risks and exposures inherent to these areas of responsibility and for being aware of indications of fraud or related misconduct.

Any employee with reasonable basis for believing fraudulent or related misconduct has occurred should report such incidents to the designated authorities within the school or the State Office of Education.

Internal control policies provide charter schools with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Board members and directors should review the Charter Solutions' Internal Controls Guide to further understand the need for internal controls and their role in their implementation and oversight.

### **Compliance with Laws**

Canyon Grove Academy will follow all the relevant laws and regulations that govern Charter Schools within the State of Utah. Additionally, U.S. Government laws and regulations that relate to grant funding will be adopted as the grant funding is received.

#### A. Political Contributions

No funds or assets of Canyon Grove Academy may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office.

Following are examples of prohibited activities:

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in-kind, such as lending employees to political parties or using the school's assets in political campaigns.

#### B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by state law applicable to Charter Schools.

Further, the school specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the school.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. No false or fictitious vendors may be established or false or fictitious invoices may be paid.

### **Board of Trustees Authorities**

The Board of Trustees is responsible for the operation of Canyon Grove Academy in accordance with state and federal laws. The Board of Trustees is also responsible for operating the school in accordance with the representations made in its charter.

Specifically, the Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with the its authorizer's approval (ii) adoption of the annual budget(s), (iii) selection or termination of key employees (iv) key employees' salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of real property, and (ix) selection of Canyon Grove Academy's certified public accountants.

### **Signature Authorities**

To properly segregate duties within Canyon Grove Academy, the President, the Treasurer of the Board and the School Director/Director are the only individuals with signatory authority and are responsible for authorizing all cash transactions.

### **Government Records Access Management Act (GRAMA)**

Canyon Grove Academy will provide access to Canyon Grove Academy's records if requested to the State Office of Education, State Charter School Board, or any group or individual formally requesting such information consistent with applicable statutes or rules.

### **Security of Financial Data**

- A. The school's accounting software will be reviewed to ensure that general and application controls to unauthorized access to data is precluded (i.e., proper password protection and authorizations for inquiry or browse only functions.)

- B. The system's accounting data shall be backed up regularly by the Business Manager to ensure the recoverability of financial information in case of hardware failure. The backup should be stored in a fire safe area and properly secured.
- C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager from unauthorized access.

**Security of School Documents**

Originals of the following corporate documents are maintained and their presence shall be verified on a periodic basis:

- A. Charter and all related amendments
- B. Canyon Grove Academy by--laws
- C. Minutes of the Board of Trustees and subcommittees
- D. Banking agreements
- E. Leases
- F. Insurance policies
- G. Vendor invoices
- H. Grant and contract agreements
- I. Fixed asset inventory list

**Use of School Assets**

School employees should not use any of the school's assets for personal use without prior approval of the School Administration and with proper justification.

**Use Of School Credit Cards**

Canyon Grove Academy credit cards and purchase cards shall only be issued with the formal approval of the Board of Trustees and with proper justification. The cost/benefit to Canyon Grove Academy should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Canyon Grove Academy employees and should be used only for school--related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by Canyon Grove Academy. Monthly credit card statements are reconciled to invoices and travel reports and are approved by Canyon Grove Academy Director or Business Manager.

<b>Financial Management</b> <a href="#">R277-113</a>	
Relevant Codes and Rules:	
Date Adopted/Effective:	Date Last Reviewed/Revised:

Canyon Grove Academy accounting policies and financial reporting adopted by the school should be consistent with a special purpose governmental entity that engages in business type activities. The Board of Trustees has oversight of the management of Canyon Grove Academy inclusive of establishing the governance structure and the financial management policies as set forth in the school's charter.

**Basis of Accounting**

Canyon Grove Academy will maintain its accounting records and related financial reports on the modified accrual basis of accounting, with accrual taking place annually. Audited financial statements prepared by an independent auditor will be prepared annually using the accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when earned, consistent with generally accepted accounting principles applicable to special purpose governmental units. Under the modified accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

## **Budgets**

- A. Canyon Grove Academy prepares an annual operating budget of revenues and expenses and a cash flow projection. These budgets and projections are reviewed and approved by the Board of Trustees at an open and public meeting held not later than June 30<sup>th</sup> and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the Business Manager and reviewed by the Treasurer and presented to the Board of Trustees at each board meeting.

## **Cash Receipts**

- A. Wherever possible, duties such as collecting funds, maintaining documentation, preparing deposits and reconciling records should be segregated among different individuals. When segregation of duties is not possible due to the small size and limited staffing of the school, compensating controls such as management supervision and review of cash receipting records by independent parties should be implemented.
- B. The school will comply with all applicable state and federal laws.
- C. All receipting of funds at the school should be done at the front office through the school's office. No receipting should take place in the classroom or in unapproved off-site locations. Employees shall instruct payers to take all cash, checks, and credit card transactions to the front office for receipt. Provisions should be made for cash receipting/ collection at approved activities or functions. Refer to the Fundraising Policy.
- D. All funds shall be kept in a secure location controlled by the front office until they are deposited in a school-approved fiduciary institution. Funds should be deposited daily or within three days after receipt, in compliance with Utah Code 51-4-2(2)(a), in a school-approved account. Employees should never hold funds in any location for any reason.
- E. If a cashier has left for the day or funds are receipted on the weekends, employees should seek the assistance of administrators to lock cash receipts or cash boxes in a secure school location until the next business day. Cash receipts should not be taken home by employees or volunteers, or left in offices.
- F. All checks are to be made payable to the school and restrictively endorsed upon receipt. Checks are not to be made payable to an employee, a specific department, or a program.
- G. Appropriate internal controls and segregation of duties should be implemented for all cash activity. These may include tickets, pre-numbered receipts, deposit slips, cash tally sheets, receipt registers, lists, cash reconciliations, reports, etc. Cash should always be verified. Where verification is difficult, cash should be counted by two individuals.
- H. All funds (cash, checks, credit card payments, school lunch funds, etc.) received must be receipted by student name, if possible, and recorded in the school's accounting records. A pre-numbered receipt will be issued for each transaction. Passwords should be established on the accounting system computers and changed periodically.
- I. Documents should be available, and should demonstrate that proper cash controls are in place (signatures for approval, tally sheets, reconciliations, etc.).



- J. Periodic and unscheduled audits or reviews should be performed for all cash activity.
- K. All activities involving cash must be supervised by a school employee or authorized volunteer to ensure adequate controls are in place. Training should be given to those involved in handling cash.
- L. All payments of fees shall correspond with the approved fee schedule, as required by Board Administrative Rule 277--407.

### **Fundraising**

- A. Fundraising is permitted within the LEA to allow the LEA and schools to raise additional funds to supplement school--sponsored academic and co--curricular programs.
- B. "School--sponsored" means activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events, or activities that are authorized by the school, school board, administration, or board committees, including the parent organization or authorized curricular school clubs, activities, sports, classes or programs that also satisfy one or more of the following criteria. The activity:
  - a. Is managed or supervised by school administration, staff, or authorized volunteers
  - b. Uses the school's facilities, equipment, or other school resources.
  - c. Is supported or subsidized, more than inconsequently, by public funds, including the public school's activity funds or minimum school program dollars.
- C. All monies raised through fundraisers for school--sponsored activities are considered public funds. All funds raised shall follow the Cash Receipts section of this policy and other applicable school policies and state laws and rules. This includes all donations to the school, regardless of whether or not such donations are part of any fundraising activity or event.
- D. Properly approved school--sponsored activities may:
  - a. Use the school's name, facilities, and equipment.
  - b. Utilize school employees and other resources to supervise, promote, and otherwise staff the activity or fundraiser.
  - c. Be insured under the school's liability insurance policy.
  - d. Provide additional compensation or stipends for school employees with the approval of the director or immediate supervisor and under school payroll policies and consistent with the school's budget
- E. School--sponsored activities must comply with all fee approval and fee waiver provisions established in Utah Code and Utah State Board of Education rules and school policies.

### **Insurance and Bonding**

- A. The school maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:
  - 1. General liability (earthquake coverage not included without express inclusion)
  - 2. Business & personal property (including auto/bus if applicable)
  - 3. Workers' compensation
  - 4. Unemployment
  - 5. Directors and Officers (Board Insurance)
  - 6. Treasurers' Bond
  - 7. Employment Practices Liability Insurance
- B. The school requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

### **Employee Retirement Program**

Canyon Grove Academy shall participate in a retirement program as determined by the Board of Trustees and administered by the Trustee and business office.

### **Record Retention and Disposal**

- A. Records are maintained for the following minimum periods:
  - 1. Books, records, documents, and other supporting evidence including paid, cancelled, or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employee timesheets and other public documents are retained according to state law.
- B. The following records supporting federal contracts, as required by U.S. Office of Management and Budget, are retained for the indicated minimum periods or consistent with state law:
  - 1. For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:
    - a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.
    - b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.
  - 2. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.
- C. The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants.
- D. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.
- E. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

### **Financial Reporting**

The Business Manager maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
  - 1. Financial statements for audit
  - 2. Annual budget
- B. Monthly:
  - 1. Trial balance
  - 2. Internally generated budget vs. actual financial statements with explanations for significant variances
  - 3. Balance Sheet
- C. Quarterly:
  - 1. IRS Form 941 and payroll tax returns and comparable state taxing authority returns
  - 2. Other reports upon request

### **Audit**

The Board of Trustees contracts annually with a qualified independent certified public accounting firm to

conduct an audit of Canyon Grove Academy’s financial statements in accordance with auditing standards generally accepted in the United States of America, Government Auditing Standards issued by the Comptroller General of the United States, 2003 Revision (GAS) and, if applicable, the U.S Office of Management and Budget’s Circular A--87 and A--122. The selected audit firm must be familiar with these standards and related State of Utah regulations in order to properly conduct the audit engagement.

**Audit Committee**

The Board of Trustees shall establish an audit committee, which shall:

- be responsible for the appointment, compensation, retention, and oversight of the work of any independent accountants engaged for the purpose of preparing or issuing an independent audit report or performing other independent audit, review, or attest services;
- periodically review this policy, no less than once every five years, to assess its continued adequacy;
- be made up entirely of members of the Board and possess, as much as possible, knowledge of and experience in finance, auditing, or accounting;
- Review the annual audit, and any other work performed by a contracted auditor, prior to its submission to any outside party or authority, and report to the Board that it has discussed the financial statements with management, with the independent auditors in private, and privately among committee members, and
- believes that they are fairly presented, to the extent such a determination can be made solely on the basis of such conversations.

<b>Assets, Liabilities, &amp; Net Asset</b> <a href="#">R277-113</a>	
Relevant Codes and Rules:	
Date Adopted/Effective:	Date Last Reviewed/Revised:

**Assets**

Economic resources that are recognized and measured in conformity with generally accepted accounting principles. Assets also include certain deferred charges that are not resources, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of Assets.

**Bank Accounts**

- A. The Board may authorize Bank accounts for general or specific purposes. No school assets shall be kept at any bank or financial institution that is not on the approved list of the Utah Money Management Council.
- B. All Bank accounts shall be reconciled as often as statements are available.

**Petty Cash Payments**

- A. Petty cash payments are made from a fund not to exceed \$500, and should be for cash advances, local expense reimbursement, and small--dollar vendor purchases, provided proper

- documentation is furnished with each request. No individual payment shall be greater than \$100.
- B. The petty cash account is balanced periodically by the Business Manager.

### **Criteria for Capitalizing and Depreciating for Property and Equipment**

All tangible personal property with a useful life of more than one year and a unit acquisition cost of \$5,000 or more is capitalized and recorded in the statement of net assets. Depreciation associated with the fixed asset will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets.

### **Impairment of Assets**

A recognized impairment of an asset is reflected when circumstances warrant. The appropriate adjustment is made for any impaired assets, accompanied by a description of the impaired asset and the measurement assumptions used in determining the impairment. All impairments should be reported to the Board of Trustees for approval of the adjustment to the fixed asset subsidiary ledger.

### **Betterments**

Expenditures for significant betterments of existing leased/owned properties are recorded in fixed assets at cost. Maintenance and repairs are expensed as incurred. Depreciation associated with the betterment will be calculated based on its useful life and straight-line depreciation method. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets.

### **Liabilities**

Economic obligations that are recognized and measured in conformity with generally accepted accounting principles. Liabilities also include certain deferred amounts that are not obligated, but are recognized and measured in conformity with generally accepted accounting principles. The following sections describe policies related to the recognition of liabilities.

### **Accounts Payable**

Only valid accounts payable transactions based on documented vendor invoices, receiving reports, or other approved documentation are recorded as accounts payable.

### **Accounts Payable Payment Policy**

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

### **Accrued Liabilities**

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs. Liabilities are accrued annually.

### **Accrued Teachers' Salary**

The portion of any teachers' (or other employees whose salaries are paid over a period different than during which work was performed) salaries paid for a school year that extends

into the next fiscal year (e.g., a twelve--month salary schedule from September 1 to August 31 of the following year) should be accrued at the end of the fiscal year for which services were rendered.

**Debt**

- A. When applicable, short--term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long--term debt consists of financing that is not expected to be repaid within one year.
- B. All short--term and long--term debt is approved by the Board of Trustees.
- C. Loan agreements approved by the Board of Trustees shall be in writing and specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

**Net Assets**

Net assets are recorded in accordance with generally accepted accounting principles applicable to special purpose governmental units. Net assets include the following:

- Unrestricted
- Restricted
- Investment in Capital Assets, net of related debt

<b>Cost Accounting</b> <a href="#">R277-113</a>	
Relevant Codes and Rules:	
Date Adopted/Effective:	Date Last Reviewed/Revised:

**Consistency in Cost Accounting**

Practices used by Canyon Grove Academy in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs. Accounting practices used by Canyon Grove Academy in accumulating and reporting actual costs are consistent with its practices used in estimating costs in its grant and contract proposals.

**Cost Accounting Period**

The fiscal year of Canyon Grove Academy is July 1st through June 30th. The same accounting period is used for all adjusting entries and accruals.

**Gain or Loss on Disposition of Assets**

Gains and losses from the sale or other disposition of property are recorded as revenue in the year in which they occur, and are reflected as such on applicable financial statements.

<b>Property Management</b>
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Relevant Codes and Rules: [R277-433](#), [53A-12-207](#), [R277-113](#)

Date Adopted/Effective:

Date Last Reviewed/Revised:

## Property and Equipment

Canyon Grove Academy maintains records of all government--furnished property and equipment, with an identification and segregation of property and equipment acquired through government contracts.

### Identification of Property

Upon receipt, Canyon Grove Academy tags all property that has an acquisition cost of more than \$1,000 per item or has reasonable possibility of theft, and assigns an identification number to the property and all applicable documents.

### Recording and Reporting of Property

Canyon Grove Academy maintains a log identifying all property in its possession, as follows:

1. Name and description
2. Serial number, model number, or other identification
3. Whether title vests with Canyon Grove Academy or another entity
4. Location and condition of the equipment
5. Ultimate disposition data, including date of disposal and sales price or method of disposal

### Physical Inventories

- A. Canyon Grove Academy performs a physical inventory of all property in its possession or control on an annual basis.
- B. The physical inventory records include each asset, the related control number, location, and a brief description of its condition.
- C. The physical inventory is reconciled to the detailed fixed asset subsidiary ledger, and differences, if any, are investigated and reconciled.

### Disposal of Property and Equipment

- A. No item of property or equipment shall be removed from the premises without prior approval from the Business Manager and/or the Board of Trustees.
- B. Canyon Grove Academy has adopted standard disposition procedures for the school staff to follow, which include an Asset Disposal Form, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the general ledger.
- D. All Assets shall be disposed consistent with applicable regulations of any restricted funds with which they were purchased, according to Education Department General Administrative Regulations.

Relevant Codes and Rules:	
Date Adopted/Effective:	Date Last Reviewed/Revised:

### Procurement – Goods and Services

- A. Canyon Grove Academy shall follow provisions of the state’s procurement code (UCA 63G--6a). Canyon Grove Academy procures only those items and services that are required to perform the mission and/or fill a bona fide need. Procurements are made using best value contracting which includes assessing the best value considering quality, performance, timing, and price. Written records will be kept for all purchases, including competitive bids when applicable. Competitive bids will be filed in the winning bidder’s vendor file. No purchase shall be made using school funds without prior approval of the school Director or Board.
- B. All checks or check stock, credit/purchase cards, access to bank accounts and statements, etc. shall be secured and controlled by the school administration with limited access. All expenditures made using cash, checks, credit/purchase cards, electronic fund transfers, etc. shall be recorded in the school’s accounting records. Checks should be made payable to specified payees and never to “cash” or “bearer.”
- C. The school shall use a competitive procurement process, which requires sound business practices for a non--recurring purchase less than \$1,000, which is defined as a “Small Purchase” under UCA 63G--6a--408. The school will select the best value by obtaining three written, telephone, or electronic quotes for items greater than \$5,000 and less than \$50,000. Records shall be kept of vendors contacted for goods and an explanation justifying the selection shall be provided in all cases where a vendor other than the lowest priced vendor is selected.
- D. The “single procurement aggregate threshold” is \$5,000. This is the maximum amount that the school can expend to obtain multiple procurement items/services from one vendor at one time. This includes any combination of individual procurement items costing less than \$1,001 purchased from one vendor at one time, not to exceed in total \$5,000 .
- E. If purchases from the same vendor are ongoing, continuous, and regularly scheduled, and exceed the annual cumulative threshold of \$50,000 during the fiscal year, a contract shall be utilized if feasible [Utah Code 63G--6a--408(6)].
- F. For single items, projects, or annual services greater than \$50,000, or when a school officer or the board determines that it will provide the best value for the school, an RFP, RFQ, or other solicitation method as determined by the state’s procurement code, a formal bid process will be used in which multiple bids will be received and evaluated using a formal evaluation process. The School adheres to the following objectives and rules according to the Utah Procurement Code:
  1. Requests for Proposals will be public as required in UCA 63G--6a--703.
  2. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, experience, past performance, etc.
  3. An evaluation committee will review each proposal. The evaluation committee shall:
    - a. include at least three individuals, at least one of which is from the school;
    - b. contain no members that have any conflict of interest;
    - c. develop criteria and a rubric by which to judge the proposals, including scoring values for each criterion, in advance of viewing any proposal, and score each proposal using only said criteria;
    - d. not know the costs of a proposal until they have submitted their report on all other criteria, unless the board chair signs a public written statement waiving this

- requirement with an explanation about why this requirement was waived; and
- e. Meet all other applicable requirements under UCA 63G--6a--707.
  4. Make all purchases in the best interests of the school and its funding sources.
  5. Obtain quality supplies/services needed for delivery at the time and place required.
  6. Buy from responsible and dependable sources of supply.
  7. Obtain maximum value for all expenditures.
  8. Select the proposal that provides the greatest overall value and that is from a responsive and responsible bidder, unless that bidder is disqualified or otherwise ineligible, or if the Board Chair provides a written statement that describes the advantages to the school from accepting the proposal of the bidder other than the greatest--overall--value bidder, as described in UCA 63G--6a--708.
  9. Prepare a cost/benefit analysis of the selected proposal explaining the reasons it was selected that is kept with the winning proposal and other proposals.
- G. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Board Chair. The agreement will identify all the terms and conditions of the lease.
- H. Bank and credit card statements shall be reviewed and accounts reconciled in a timely manner. Activity accounts should be reviewed quarterly by the custodian of the activity.

### **Emergency Purchases**

An “emergency purchase” is the purchase of goods or services that are so badly needed that the school will suffer financial or operational damage if they are not secured immediately. A decision to purchase may be declared in an emergency at the school’s discretion and “best value” procurement guidelines must be followed. In addition, the purchase must be authorized by the Treasurer or designee. Sound business practices shall be used and documented in all cases.

### **Sales Tax**

Canyon Grove Academy is exempt from sales tax as both a governmental entity and as a charitable or religious organization. The school administration shall keep and monitor the use of the school’s tax exempt status and forms. Only school employees or volunteers may use the school’s tax exempt number and only for legitimate school purchases.

The school administration shall follow vendor policies regarding sales tax exemption.

If sales tax is paid by school employees or volunteers at the point of sale, the school shall seek reimbursement of sales tax consistent with applicable rules.

### **Prohibited Activities**

- A. Administration shall not intentionally divide a procurement purchase into one or more smaller purchases to divide an invoice or purchase order into two or more invoices or purchase orders, or to make smaller purchases over a period of time in order to circumvent any aspect of this policy or of state law.
- B. Administration or any agent of the school may not accept hospitality gifts, gratuities, kickbacks, or any other unlawful consideration under 63G--6a--2304.5
  - a. “Hospitality gift” means a promotional or hospitality item, including, a pen, pencil, stationery, toy, pin, trinket, snack, nonalcoholic beverage, or appetizer. This does not include money, a meal, a ticket, admittance to an event, entertainment for which a charge



is normally made, travel, or lodging (Utah Code 63G--6a--2304.5). The total value of all hospitality gifts given, offered, or promised to, or received or accepted by the a school agent in relation to a particular procurement or contract must be less than \$10; the total value of all hospitality gifts given, offered or promised to, or received or accepted from any one person, vendor, bidder, responder, or contractor in a fiscal year must be less than \$50.

- b. "Gratuity" means anything of value, including money, a loan at an interest rate below the market value or with terms that are more advantageous to the person receiving the loan than terms offered generally on the market, an award, employment, admission to an event, a meal, lodging, travel, or entertainment for which a charge is normally made.
- c. "Kickback" means a gratuity given in exchange for favorable treatment in a pending procurement or the administration of a contract.

<b>Payroll</b> <a href="#">R277-113</a>	
Relevant Codes and Rules:	
Date Adopted/Effective:	Date Last Reviewed/Revised:

**Payroll Policies**

- A. Employee’s time is properly approved by both the individual and the supervisor and reported to the Business Office or designated representative.
- B. All employee payroll amounts are calculated based upon approved rates included in the individual’s personnel file.
- C. Any changes to the pay rates or benefits are properly authorized.
- D. All payroll taxes and benefits are properly calculated and any deposits made in a timely manner.
- E. All payroll tax reports are prepared in a timely manner and reviewed by a designated individual for accuracy prior to filing.
- F. Employees paid with restricted program funds will have proper documentation according to the rules of applicable programs.

<b>Travel &amp; Travel Expense</b>	
Relevant Codes and Rules:	
Date Adopted/Effective:	Date Last Reviewed/Revised:

Travel is an important enabler for school operations and to further the School Purpose. Travel has expenses, many of which can be minimized or mitigated with planning. Travel should be used only in very limited situations and only when necessary.

It is expected that employees will exercise good judgment while traveling, as they represent the school. All school policies must be followed while traveling.

- 1. All Travel must be for a defined and documented business purpose.
- 1. All Travel must be approved in writing by the School Director and Board Chair or CFO, prior

to travel. This approval must explicitly outline the purpose of the travel, who will be traveling, the dates for travel and the approved budgeted amounts. This approval must be included in the request for reimbursement.

1. Only employees of the school are eligible for Travel reimbursement and only for Travel that occurred during their employment.
1. Travel Expenditures may not exceed the approved budgeted amount, or they will not be reimbursed. Travel Expenditures are the responsibility of the traveling employee. Fees and finance charges related to Travel Expenditures may not be reimbursed.
1. Travel Expenditures include:
  - a. Airline tickets. Tickets must be for the lowest available fare, for the lowest class, and purchased at least three (3) weeks prior to travel.
  - a. Car rental, Uber or Lyft to and from lodging, meals and the event.
  - a. Gas for car rental.
  - a. Hotel lodging. Lodging must be for the lowest reasonable rates available and booked at least three (3) weeks prior to travel. In rare situations, changes to itinerary may be necessary, and must be approved by the School Director or Board Chair and must be for an unavoidable situation, such as airline cancellation or medical emergency and not be at the discretion of the traveling employee.
  - a. A meal per diem of no more than \$50 is allowed for reimbursement, including gratuity and tax. A guideline of \$10 for Breakfast, \$15 for Lunch and \$25 for Dinner. When possible, less should be spent. Alcohol may not be reimbursed. Meal gratuities may be reimbursed, within the per diem, for no more than 20% of the cost of the meal. Meal costs may only be for the employee and may not be applied to guests.
  - a. Mileage to and from the airport, or to and from the event, at a rate of \$0.38 per mile.
  - a. Parking at the airport or the event for the employee's vehicle or rental car. Parking at meals or other events is not reimbursable. Airport parking must be at long term parking.
  - a. Admission or tuition costs for employee training events.
  - a. Entertainment expenses, laundry charges, room incidentals and any expenses not explicitly outlined in this policy are not reimbursable.
1. Employees are eligible for their standard pay rates or salary while traveling.
1. If a trip has been ticketed and then cancelled, it is the responsibility of the traveling employee to cancel prior to the departure date. This will ensure that electronic tickets can be refunded if there is any value, or documented and used toward future travel if the ticket is non-refundable.
1. Itemized receipts are required for all expenditures while traveling.
1. Travel must be scheduled as to not interfere with school operations or the Traveling Employee's responsibilities.

Non compliance with this policy may result in delayed/non-reimbursement and / or disciplinary action up to and including termination of employment.

<b>Consultants &amp; Contractors</b> <a href="#">R277-113</a>	
Relevant Codes and Rules:	
Date Adopted/Effective:	Date Last Reviewed/Revised:

**Consultant Utilization**

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor’s performance requirements, including students’ academic achievement (if applicable), contractor’s compensation and Canyon Grove Academy’s rights to educational curricula and intellectual property developed.

**Independent Contractors**

The use of consultants is closely monitored so as not to vary from the rules of the Fair Labor Standards Act and Utah law. In particular, consultants will:

- A. Be free from the employer’s control and direction in performing the service, both under a contract and in fact.
- B. Provide a service that is outside the school’s usual course of business or provide a service on a temporary basis.
- C. Must be engaged in an independent trade, occupation, profession, or business of the same type.
- D. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- E. Use his or her own stationery or time sheet in billing for services.

## PERSONNEL POLICIES

<b>Nepotism</b>	Type: Required
Relevant Codes and Rules:	
Date Adopted/Effective: 11/11/15	Date Last Reviewed/Revised: 11/11/15

**Policy Statement**

It is the position of the school that all board members, employees and other agents of the school should enjoy the same treatment during their tenure and that the Board and employees are to comply with all laws, IRS guidelines and the school’s charter and bylaws. As such the school has this policy to prevent unfairness in the employment relationship between relatives, members of the same household or related parties, violation of the law, or invalidation of board action.

An employee or board member may not be directly involved in making decisions related to the recruitment, hiring or the terms and conditions of employment of a person who is a member of the employee's immediate family, with whom he or she shares a household, or with whom he or she has a personal relationship.

### **Reason for Policy/Purpose**

The school is committed to the highest standards of conduct and must avoid conflicts of interest, situations that might be perceived of as conflicts of interest, or situations that might impair objective judgment or be perceived as biased.

Through diversity comes strength and a strong board is made from individuals with qualifications and commitment levels to be successful. Diverse skill sets may come from related parties, but care should be taken to ensure a diversity of board members.

All actions must comply with the law, IRS guidelines and the school's charter and bylaws. In cases where a board motion or vote is present, the school's bylaws will be followed to ensure a quorum is properly formed and voting is properly recorded.

Responsible Board Member: Chair, James Ure james@canyongrove.com

Responsible School Leader: Director, Kim Goates kim.goates@canyongrove.com

### **Who is the Intended Audience of This Policy?**

Faculty, staff, board members and any relationship between these groups.

### **Policy/Procedures**

The employment of members of the same immediate family, of those who share a household, or of those with other types of personal relationships may create conflicts of interest or the perception of conflicts of interest. The school will use sound judgment in the placement of such employees in accordance with the following guidelines:

- Members of the same immediate family, same household, or those involved in a personal relationship (related parties) should make this known to their immediate supervisor and the School Director upon becoming employed or becoming related.
- Members of the same immediate family, same household, or those involved in a personal relationship (related parties) are permitted to work in the same department, provided that no direct reporting or supervisor-to-subordinate relationship exists. That is, no individual should have decision-making authority or significant influence over the hiring, work responsibilities, salary, hours, career progress, benefits or other terms and conditions of employment of a related party.
- Individuals who become a related party to an employee while already employed at the school should promptly report that fact to each employee's supervisor, and both employees will be treated in accordance with this policy. If in the opinion of the school, the workplace organization implicates this policy, one of the employees may be transferred at the earliest practicable time, or other arrangements satisfactory to the School Director responsible for that organization.

Any exceptions to this policy must be approved by the Board of Trustees.

### **Definitions**

**Immediate Family:**

- Includes mother, father, children, sister, brother, spouse, any step- relation, domestic partner, grandparents, uncles, aunts, and cousins, and in-laws of the same relation as any of the foregoing.

**Household:**

- Includes anyone with whom the employee shares a house, apartment, or other living arrangement.

**Personal Relationship:**

- Includes a romantic/intimate relationship or other relationship in which there is a strong bond between the individuals.

<b>Secure Password</b>	Type: Required
Relevant Codes and Rules:	
Date Adopted/Effective: 10/29/15	Date Last Reviewed/Revised: 10/29/15

Compromised passwords can lead to unauthorized access to confidential info, identity theft or other serious problems. Keeping passwords safe is the responsibility of each of us.

Passwords are a first line of protection against any unauthorized access into your personal computer, your email or online accounts.

**Hypothetical examples of what the policy helps to avoid:**

- A teacher uses their date of birth as a password. Since their date of birth is information that can be found online, someone could use it to access the teacher’s Compass account and gain access to student records. This would be a serious violation of FERPA and could result in disclosing sensitive information publicly.
- A front office helper isn’t careful about hiding her password when she logs into her computer. A student sees her enter her password and when she’s not looking, uses it to log in to her computer to access unsafe content, resulting in a virus being downloaded to her computer.
- A staff member uses a weak password for their email. Hackers use software to crack the password and gain access to their email account. They use it to send SPAM emails to millions of people. As a result, the school’s is classified as a source of SPAM, and all emails from the school will be blocked (and parents won’t receive them) because the email providers think everything coming from the school’s domain is SPAM.

**Guidelines:**

The stronger the password, the higher level of protection your computer has from malicious software and hackers.

A strong password isn’t just about one password, it’s important that you guarantee strong passwords for each account that you access through your computer. When you are utilizing a corporate network, the network administrator may encourage you to use a strong password.

To be able to create a strong password, you should be aware of the criteria to create make one. These criteria basically include the following:

- A strong password must be at least 8 characters long. Longer is better.

- It should not contain any of your personal information—specifically your real name, user name, or even your school name or names of others you know (e.g., your dog)
- It must be unique from your previously used passwords.
- It should not contain any word spelled completely.
- It should contain characters from the four primary categories, including: uppercase letters, lowercase letters, numbers, and characters. Eg. Blu3Sky!, Sn0wb@ll, R0ckst@r!

Please remember do not use “password” or any variation eg, Password123, P@ssw0rd. Commonly used passwords and variants are the first thing someone could use to try to gain access to your accounts, computer, email or even your identity.