

**Advantage Arts Academy
Administrative Procedures Manual**

Last Updated: September 20, 2022

Table of Contents

1. Administration of Medication Administrative Procedures
2. Arrest Reporting Administrative Procedures
3. Attendance Administrative Procedures
4. Background Check Administrative Procedures
5. Carbon Monoxide (CO) Response Plan
6. Child Abuse & Neglect Reporting Administrative Procedures
7. Concussion and Head Injury Administrative Procedures
8. Data Governance Plan
9. Driving Administrative Procedures
10. Electronic Resources Administrative Procedures
11. Employee Breastfeeding Administrative Procedures
12. Employee Discipline and Termination Procedures
13. Family Educational Rights and Privacy (FERPA) Notice
14. Family Educational Rights and Privacy (FERPA) Notification of Rights
15. Family Educational Rights and Privacy (FERPA) Administrative Procedures
16. Hazardous Materials Administrative Procedures
17. Hiring Administrative Procedures
18. Information Technology Systems Security Plan
19. Library Materials Procedures
20. Meal Charge Administrative Procedures
21. Notice of Nondiscrimination
22. Public Education Engagement and Exit Survey Procedures
23. Religion & Education Administrative Procedures
24. Safety Administrative Procedures
25. Safety Program Procedures
26. Sex Education Instruction Administrative Procedures
27. Snow & Ice Removal Administrative Procedures
28. Student Data Collection Notice
29. Student Conduct and Discipline Plan
30. Student Data Disclosure Statement
31. Student Injury Reporting Administrative Procedures
32. Volunteer Administrative Procedures

Administration of Medication Administrative Procedures

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

Administration of Medication by School Personnel

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

- (1) The Director will designate a reasonable number of School employees who will be responsible for administering medication to students in the School.
- (2) The Director will arrange for all designated School employees to receive adequate training from a licensed health care professional prior to administering any medication. Training should include indications for the medication, means of administration, dosage, adverse reactions, contraindications, and side effects.
- (3) The student's parent or guardian must complete the parent/guardian section of the Student Medication Form requesting that medication be administered to the student during regular school hours. Parents are responsible for updating the Student Medication Form as necessary.
- (4) Except for the case of non-prescription cough drops, the student's health care provider must complete the Health Care Provider section of the Student Medication Form indicating the child's name, the name of the medication, the purpose of the medication, the means of administration, the dosage, the time schedule for administration, the anticipated number of days the medication needs to be given at school, and possible side effects. The practitioner must also affirm that giving the medication during school hours is medically necessary.
- (5) A Student Medication Log must be maintained for any student who has medication administered at school, and all employees authorized to administer medication will be notified regarding each student to whom they are authorized to administer medication.
- (6) Each time medication is given, the person who gave it must document the administration in ink on the Student Medication Log. If the medication is not administered as scheduled, a notation must be made on the Student Medication Log as to why the medication was not given, and the student's parent or guardian must be notified.

- (7) The Student Medication Form and Student Medication Log will be retained in the student's records.
- (8) Teachers of the student receiving medication during school hours will be notified.
- (9) Medication (other than that carried by a student) must be delivered to the School by the student's parent or guardian or designated adult.
- (10) Medication should be delivered to the School in a container properly labeled by a pharmacy, manufacturer or health care provider. Labeling must include the student's name, the name of the prescribing practitioner, date the prescription was filled, name and phone number of the dispensing pharmacy, name of the medication, dose, frequency of administration, and the expiration date. For non-prescription medication, the medication must be in the original container identifying the type of medication.
- (11) Medication must be stored in a secure, locked cabinet or container in a cool, dry place, except that:
 - a. medications that require refrigeration must be stored appropriately;
 - b. insulin or emergency medications such as EpiPens, Twinject Auto-Injectors, asthma inhalers and glucagon must not be stored in a locked area so that they are available when needed.
- (12) Authorization for administration of medication by School personnel may be withdrawn by the School at any time following written or verbal notice to the student's parent or guardian, as long as this action does not conflict with federal laws such as IDEA and/or section 504 of the Rehabilitation Act. The Director may withdraw authorization for administration of medication in cases of noncompliance or lack of cooperation by parents or students unless the student's right to receive medication at school is protected by laws such as IDEA or section 504.

Self-Administration of Medication by Students

Students may possess and self-administer prescription medication if:

- (1) The student's parent or guardian signs a statement:
 - a. Authorizing the student to self-administer the medication; and
 - b. Acknowledging that the student is responsible for, and capable of, self-administering the medication; and

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

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

Application of Sunscreen

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

If a student is unable to self-apply sunscreen, a school employee may apply the sunscreen on the student if the student's parent or legal guardian has provided written consent.

AAA Administration of Medication
Administrative Procedures
Last Updated: 8-1-20

Arrest Reporting Administrative Procedures

These administrative procedures are established in order to comply with the Arrest Reporting Policy adopted by the School's Board of Directors.

Required Reports

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

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

Timeline for Reports

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

Procedure for Review of Reports

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

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

Required Action

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

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

Training

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

AAA Arrest Reporting
Administrative Procedures
Last Updated: 8-1-20

Attendance Administrative Procedures

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

Definitions

“Absence” means a student's nonattendance at school for one school day or part of one school day.

“Valid excuse” or “excused absence” means an absence resulting from:

- a) an illness, which may be either mental or physical;
- b) a death of a family member or close friend;
- c) a documented medical appointment;
- d) a family emergency;
- e) an approved school activity;
- f) a preapproved extended absence for a family activity or travel, consistent with school policy; or
- g) an absence permitted by an individualized education program or accommodation plan, developed pursuant to relevant law.

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

“Habitual truant” means a school-age minor who: (1) is at least 12 years old; (2) is subject to the requirements of Section 53G-6-202; and (3)(a) is truant at least ten times during one school year; and (b) fails to cooperate with efforts on the part of school authorities to resolve the minor's attendance problem as required under Section 53G-6-206.

“Truant” means absent from school without a valid excuse.

Attendance Requirements: Students are allowed a maximum of five (5) unexcused absences per year.

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

In the event of an unforeseeable illness or emergency, the School should be notified as soon as reasonably possible.

Excused absences may become unexcused if the Director determines that absences have reached an excessive level and are adversely impacting the student's education.

Preapproved Extended Absence: A parent/guardian may request approval from the Director prior to a student's extended absence of up to ten (10) days per school year. The Director will approve the absence if the Director determines that the extended absence will not adversely impact the student's education.

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

Tardiness: A student is tardy if he or she is not in the assigned classroom when the late bell rings. In general, tardiness will be handled on an individual basis with the teacher. If a student is chronically tardy, then the student may be referred to the administration. Elementary students are allowed five (5) tardies per quarter.

Notification of Absences and Tardies: Parents and students are responsible for tracking the total number of absences and tardies. If the maximum limit for unexcused absences or tardiness is reached, the Director may attempt to schedule a meeting with the parents to review the situation and will outline the appropriate corrective action.

Grounds for an Appeal: Students who believe that all or part of their absences and/or tardies should be considered excused may provide a written request to the administrator to review their case.

Notice of Compulsory Education Violation

The School may issue a "notice of compulsory education violation" to a parent/guardian of a student who is under the age of fourteen (14) if the student is truant at least five (5) times during the school year.

This notice shall:

1. Direct the parent/guardian to meet with School authorities to discuss the student's attendance problem and cooperate with the administration and Board to secure regular attendance by the student;
2. Designate the School authorities with whom the parent is required to meet;
3. State that it is a class B misdemeanor for the student's parent or guardian to intentionally or recklessly fail to meet with the designated school authorities to discuss the student's attendance problems, or fail to prevent the student from being truant an additional five (5) more times during the remainder of the school year; and
4. Be served on the parent/guardian by personal service or certified mail.

If School personnel have reason to believe that, after a notice of compulsory education violation is issued, the parent or guardian has failed to make a good faith effort to ensure that the child receives an appropriate education, the issuer of the compulsory education violation shall submit

to the Division of Child and Family Services the report required by Utah Code Subsection 53G-6-202(8) (also in accordance with the School's Child Abuse and Neglect Reporting Policy).

Truancy Intervention Program

The School's Truancy Intervention Program is established to encourage good attendance and to facilitate the processing of chronically truant students through evidence-based alternative interventions or the juvenile court. Those efforts will include documented earnest and persistent efforts to resolve a student's attendance problems as follows:

- Annual notification of the School's attendance policies will be provided to the parents of all students at the time of registration.
- When a student's attendance is negatively affecting the student's learning, the classroom teacher will notify the student and/or the student's parent(s) of the concern. The teacher will set up a conference with the student and/or the student's parent(s) to identify and resolve any problems that prevent the student from attending school. The student's progress will be monitored.
- If meeting with the student and parent(s) does not adequately address the problems and the student's learning continues to suffer, then the school counselor or Director will work with the teacher and parent(s) in finding a solution to the problems that are preventing the student from attending to his/her learning. Efforts to resolve the problems may include, but are not limited to, the following: making adjustments to the curriculum or the schedule, counseling of the student by school authorities, considering alternatives proposed by the parent, or providing the parent with a list of community resources to help the family.
- The Director may consult with a parent/guardian to determine if mitigating circumstances such as medical or psychological problems indicate the use of intervention methods for resolving the attendance problems.
- In the event that the preceding interventions fail, a certified letter will be sent to the parent(s) requesting a formal meeting with the administrator to resolve the attendance problems. A copy of the letter and mailing certificates will be kept by the School.
- The Director will notify the student and a parent/guardian of the actions the School may take should the student be truant in the future.

AAA Attendance
Administrative Procedures
Last Updated: 8-1-20

Background Check Administrative Procedures

These administrative procedures are established pursuant to the Background Check Policy established by the School's Board of Directors.

Individuals Subject to Background Checks

The School requires that the following individuals submit to a criminal background check and ongoing monitoring as provided in Utah Code § 53A-15-1503 as a condition for employment or appointment: (a) each new non-USOE-licensed employee; (b) each volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment; (c) each employee of a staffing service who works at the School; and (d) each Board Member.

Additionally, each new employee who is licensed by the Utah State Office of Education ("USOE") must obtain a background check and submit to ongoing monitoring as required in connection with USOE's licensure requirements.

By September 1, 2018, the School will collect the information described below from individual who were employed by the School prior to July 1, 2015, and with whom the School maintains an authorizing relationship and submit that information to the Utah Bureau of Criminal Identification for ongoing monitoring.

Conducting the Background Check

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

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

- (a) personal identifying information, including but not limited to:
 - (i) current name, former names, nicknames, and aliases;
 - (ii) date of birth,
 - (iii) address,
 - (iv) telephone number,
 - (v) driver license number or other government-issued identification number,
 - (vi) social security number, and
 - (vii) fingerprints;
- (b) a fee as set forth below;
- (c) consent and waiver on a form specified by the School for the background check acknowledging that their fingerprints are being registered for ongoing monitoring by the School.

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

Ongoing Monitoring

The School will request that the fingerprints taken for the purpose of conducting criminal background checks be registered with any rap back system maintained to provide ongoing status notifications to the School of any criminal history reported on individuals whose fingerprints are registered in the system.

Payment of Fee for Background Check

Applicants for employment, including substitutes, shall be required to pay the designated costs of background checks subject to the provisions of Utah Code Ann. § 53A-15-1503(2).

The School shall pay the cost of the background check for current non-licensed employees and volunteers of the School.

The School will not pay the cost of fingerprinting for School employees or volunteers.

Background Check Evaluation

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

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

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

Opportunity to Respond to Background Check

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

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

Confidentiality

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

Privacy Risk Mitigation Strategy

The School will employ reasonable privacy risk mitigation strategies to ensure that the School only receives notifications for individuals with whom the School maintains an authorizing relationship. Specifically, upon (a) termination of an employee's employment with the School, (b) expiration of a Board Member's term without renewal, or (c) resignation of Board Member, the administration will ensure that the School's management company receives notification of the event. The School's management company will take any steps necessary to terminate ongoing monitoring for such individuals and will document the date on which such steps were taken. For volunteers, the School's management company will establish a schedule to review the volunteers registered for ongoing monitoring for the School, consult with School personnel to determine whether such individuals are still volunteering for the School, and terminate ongoing monitoring for individuals as appropriate.

AAA Background Check
Administrative Procedures
Last Updated: 8-1-20

Carbon Monoxide Response Plan

Advantage Arts Academy (the “School”) has had carbon monoxide (CO) detectors installed in and around the areas of the School where fuel burning appliances are located. Common fuel burning appliances include heating systems (HVAC), gas water heaters, and gas ovens. CO detectors are strategically placed in areas of the School where CO gas may make its way into the building structure or air handling system and adversely affect occupants of the School.

Upon receipt of a CO alarm, the School’s administration will evacuate the area(s) of the building in which the CO alarm was initiated. Occupants will be moved either within the building to an area where CO alarms have not initiated or to a location outside the building, at the discretion of the administration. The rest of the building will not be evacuated at such time, but will operate as normal. School administration will immediately contact the local fire department.

When the fire department arrives at the School, they will be directed to the location(s) where CO detector sounded an alarm and will be asked to begin measuring for high CO levels in that area and surrounding areas using a handheld meter that determines CO levels. If CO levels greater than 50 ppm are detected in the evacuated area but not in any other area of the School, the evacuated area will remain vacant until any faulty or defective equipment causing the release of CO can be identified and repaired or replaced and the area is re-tested and shows CO levels less than 50 ppm.

If the local fire department detects CO levels greater than 50 ppm in areas other than the evacuated area, the entire building will be evacuated immediately and the following entities and persons will be notified by School administration:

- Natural gas utility/Dominion Energy;
- Academica West;
- School maintenance crews, as needed (e.g., crews maintaining School’s HVAC, plumbing, and kitchen equipment).

Under these circumstances, the building will not be occupied again until all faulty or defective equipment can be identified and repaired or replaced and the entire building is re-tested and shows CO levels less than 50 ppm.

If the fire department does not detect any CO levels above 50 ppm with the handheld meter, the affected CO detector will be replaced, the system will be restored to normal operation, and the evacuated area of the building will be re-occupied.

AAA Carbon Monoxide Response Plan
Last Updated: 8-1-20

Child Abuse and Neglect Reporting Administrative Procedures

These administrative procedures are established pursuant to the Child Abuse and Neglect Reporting Policy adopted by the Board of Directors.

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

- d. School employees shall not conduct interviews with the child or contact the suspected abuser.
 - e. Notes of voluntary or spontaneous statements by the child shall be given to the investigational agency.
 3. Investigations of reports of abuse for children seventeen (17) years of age and younger are the responsibility of DCFS.
 - a. School employees shall not contact the child's parents, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.
 - b. School personnel shall cooperate with DCFS and share all information with the division that is relevant to the division's investigation of an allegation of abuse or neglect. Additionally, School employees shall cooperate with DCFS and law enforcement employees authorized to investigate reports of alleged child abuse and neglect, including:
 - i. allowing appropriate access to students;
 - ii. allowing authorized agency employees to interview children consistent with DCFS and local law enforcement protocols;
 - iii. making no contact with the parents or legal guardians of children being questioned by DCFS or law enforcement authorities; and
 - iv. maintaining appropriate confidentiality.
 - c. If school officials are contacted by parents about child abuse reports, school personnel shall not confirm or deny that a contact or investigation is taking place. A school employee should refer the caller to law enforcement or DCFS.
 4. If the suspected perpetrator of child abuse or neglect is a School employee, the Director shall immediately report the allegation to the Utah State Board of Education. Steps shall be taken to assure that further abuse or neglect is prevented by the suspected perpetrator.
 5. Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune from any civil or criminal liability that otherwise might arise from those actions.
 6. The Director shall annually (a) provide each School employee with the written Child Abuse and Neglect Reporting Policy including a copy of the Child Abuse and Neglect Reporting Form and (b) notify each School employee of the mandatory reporting requirements of this Policy and Procedure and Utah Code Sections 53E-6-701 and 62A-4a-403.

7. The Director will provide School personnel every other year with training and instruction on child sexual abuse and human trafficking prevention and awareness, including (a) responding to a disclosure of child sexual abuse in a supportive, appropriate, manner; (b) identifying children who are victims or may be at risk of becoming victims of human trafficking or commercial sexual exploitation; and (c) the mandatory reporting requirements of this Policy, Utah Code 53E-6-701 and 62A-4a-403. Newly hired staff will be provided with the same training and the written policy at the beginning of their employment.
8. The Director will provide the parents or guardians of elementary school students with training and instruction every other year on child sexual abuse and human trafficking prevention and awareness, including (a) recognizing warning signs of a child who is being sexually abused or who is a victim or may be at risk of becoming a victim of human trafficking or commercial sexual exploitation and (b) effective, age-appropriate methods for discussing the topic of child sexual exploitation.
9. The training and distribution of materials will be documented.
10. Educational neglect means that, after receiving a notice of compulsory education violation under Utah Code Section 53G-6-202, the parent or guardian fails to make a good faith effort to ensure that the child receives an appropriate education.
 - a. When School personnel have reason to believe that a child may be subject to educational neglect, school personnel shall submit the report described in Utah Code Subsection 53G-6-202(8) to DCFS.
 - b. When School personnel have a reason to believe that a child is subject to both educational neglect and another form of neglect or abuse, School personnel may not wait to report the other form of neglect or abuse pending preparation of a report regarding educational neglect.

AAA Child Abuse & Neglect Reporting
Administrative Procedures
Last Updated: 8-1-20

*****CONFIDENTIAL*****

Child Abuse and Neglect Reporting Form

ORAL REPORT MADE TO DIRECTOR:	
Date:	Time:

CHILD'S INFORMATION:			
Name:	Age:	Sex:	Birth Date:
Address:			

PARENT/GUARDIAN INFORMATION:			
Father Name:	Mother Name:		
Father Address:	Mother Address:		
Father Phone:	Mother Phone:		
Guardian #1 Name:		Guardian #2 Name:	
Guardian #1 Address:		Guardian #2 Address:	
Guardian #1 Phone:		Guardian #2 Phone:	

DATE AND TIME OF OBSERVATIONS	
Date:	Time:

CIRCUMSTANCES LEADING TO THE SUSPICION THAT THE CHILD IS A VICTIM OF ABUSE OR NEGLECT:

ADDITIONAL INFORMATION:

Oral Report Made To:	Written Report Made To:
Agency:	Agency:
Individual's Name:	Individual's Name:
Date:	Date:
Time:	Time:

Reporting Individual:		Director:	
Name:		Name:	
Date:		Date:	

Signature		Signature:	
-----------	--	------------	--

DO NOT PLACE THIS FORM IN THE STUDENT'S FILE

Concussion & Head Injury Administrative Procedures

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

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

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

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

The following definitions apply to these Procedures:

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

- iii. lethargy;
- iv. vomiting;
- v. headache;
- vi. dizziness; or
- vii. fatigue.

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

Signs (observed by others):

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

Symptoms (reported by student):

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

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

1. is evaluated by a qualified health care provider who is trained in the evaluation and management of a concussion; and
2. provides the School with a written statement from the qualified health care provider described in Subsection (1)(b)(i) stating that:

- a. the qualified health care provider has, within three years before the day on which the written statement is made, successfully completed a continuing education course in the evaluation and management of a concussion; and
- b. the child is cleared to resume participation in the sporting event of the School.

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

Emergency Procedures

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

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.

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

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

Guidelines and Procedures for Coaches and Teachers Supervising Contests and Games

Recognize concussion

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

Remove from activity

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

Refer the athlete/student for medical evaluation

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

Adjust classroom activities during recovery

The school will adjust classroom activities during the period the student is recovering from a concussion based on the recommendations of the student's health care professional.

AAA Concussion & Head Injury
Administrative Procedures
Last Updated: 9/17/20

Data Governance Plan

1. PURPOSE

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

2. SCOPE AND APPLICABILITY

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

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

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

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

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

1. System Administration;
2. Network Security;

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

3. ROLES AND RESPONSIBILITIES

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

3.1 Student Data Manager

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

1. Acting as the primary local point of contact for the state student data officer described in Utah Code Ann. § 53A-1-1403;
2. Authorizing and managing the sharing, outside of the School, of personally identifiable student data from a cumulative record for the School, including
 - a. Ensuring that no personally identifiable student data is shared outside of the School without a data authorization unless such sharing is:
 - i. To the student or student’s parent or guardian; or
 - ii. To other outside parties only as authorized by FERPA, Utah FERPA, and the Student Data Protection Act, including Utah Code Ann. § 53A-1-1409.
 - b. Ensuring that no personally identifiable student data is shared outside of the School for the purpose of external research or evaluation, unless required to do so by law.
3. Ensuring that all aggregate data shared outside of the School without a data authorization is shared in accordance with Utah Code Ann. § 53-1-1409(8)-(9) and the School’s review process set forth in Section 7 of this Plan;
4. Creating and maintaining a list of all School employees who have access to personally identifiable student data and provide the list to the School’s Board of Directors, in accordance with Utah Code Ann. § 53A-13-303;

5. Ensuring all School employees and volunteers who are authorized by the School to have access to education records (1) receive annual student data privacy training and (2) sign a statement certifying that they have completed the training and understand student data privacy requirements. Document names of all those who are trained, as well as the training dates, times, locations, and agendas.
6. Ensuring that the School's student data disclosure statement is created, annually updated, published, and distributed to parents and students as required by law.
7. Ensuring that the School's metadata dictionary is created, maintained, published, and provided to the Utah State Board of Education ("USBE") as required by law; and
8. Ensuring that this Plan is maintained, published, and provided to the USBE as required by law.

3.2 IT Security Manager

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

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

3.3 Employees and Volunteers with Access to Education Records

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

1. Participating in student data privacy training each year as required by the School;
2. Sign a statement each year certifying completion of student data privacy training and understanding of student data privacy requirements as required by the School (not required of volunteers);
3. NOT sharing personally identifiable student data outside of the School unless authorized to do so by law and the Student Data Manager;
4. Using password-protected School-authorized computers when accessing the School's data systems or viewing or downloading any student-level records;
5. NOT sharing or exchanging individual passwords for School-authorized computers or School data systems with anyone;
6. Logging out of any School data system or portal and closing the browser after each use or extended absence;

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

3.4 Educators

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

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

3.5 Third-Party Contractors

Third-party contractors who have access to or receive personally identifiable student data pursuant to a contract with the School shall only use the data for the purpose of providing the contracted product or service within the negotiated contract terms. Each third-party contractor is

responsible for complying with the contract and entering into and complying with the Data Confidentiality Addendum approved by the School's Board of Directors.

3.6 Consequences for Non-Compliance

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

4. DATA COLLECTION

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

4.1 Data Elements Collected by the School

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

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

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

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

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

household members participate in assistance programs (such as SNAP, TANF, or FDPIR), and household income.

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

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

4.2 Records Collected by the School

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

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

4.3 Data Not Collected by the School

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

4.4 Data Not Collected by the School Without Prior Written Consent

The School follows Utah Code Ann. § 53A-13-302 in Utah FERPA by not collecting certain information from a student by way of a psychological or psychiatric examination, test, treatment,

survey, analysis, or evaluation unless the School has received the prior written consent of the student's parent or legal guardian or an exception to the prior written consent rule applies. Please refer to the School's FERPA Administrative Procedures (particularly the "Activities Prohibited Without Prior Written Consent" Section) to see the types of information governed by Utah Code Ann. § 53A-13-302, the accompanying notice and consent requirements, and exceptions. These administrative procedures explain how the School complies with the statute.

5. DATA USE

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

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

6. DATA STORAGE

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

6.1 Electronic Storage. As explained in the School's FERPA Administrative Procedures, most of the student data collected by the School (including the data collected through the School's online registration system) is stored electronically by the School in Aspire, which is the student information system provided to Utah schools by the USBE. Aspire provides a secure location for the storage, maintenance, and transmission of student data. If the School chooses to use any additional student information systems, it will ensure that the system has adequate security protections. School employees and volunteers shall not store personally identifiable student data

on their personal computers or devices, flash drives, or any other removable data storage media unless authorized by the Student Data Manager.

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

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

7. DATA SHARING

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

7.1 Prior Written Consent

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

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

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

7.2. Exceptions to the Prior Consent Rule

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

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

7.3 Directory Information

The School designates the following student data as directory information:

1. Student's name;
2. Photograph;
3. Grade level;
4. Participation in officially recognized activities and sports;
5. Parent names and contact information; and
6. Honors and awards.

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

7.4 Third-Party Contractor Addendum

The School may share personally identifiable student data with third-party contractors pursuant to subsections (a) and (b) immediately above if the contractors have entered into a contract and Data Confidentiality Addendum with the School. Third-party contractors must comply with the contract, Addendum, and the Utah Student Data Protection Act, including Utah Code Ann. § 53A-1-1410 and related administrative rules adopted by the USBE.

7.5 Aggregate Data

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

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

1. All requests shall be submitted in writing to the Student Data Manager;
2. The written request to the Student Data Manager shall describe the purpose of the request, the desired student data, how the student data will be used, and details about how the student data will be disclosed or published by the requestor;
3. The Student Data Manager shall review the written request and consult with the School's management company about any potential data privacy issues relevant to the request;
4. If the Student Data Manager approves of the request, an MOU shall be prepared and presented (along with the requestor's written request) to the School's Board of Directors for review and approval; if the Student Data Manager disapproves of the request, the requestor shall be so notified;

5. If the Board approves of the request and MOU, the MOU shall be signed by the Board's president or designee and the requestor; if the Board disapproves of the request, the requestor shall be so notified;
6. After approval by the Board and execution of the MOU, the Student Data Manager or a responsible person designated by the Student Data Manager, shall, as applicable, de-identify the requested student data through disclosure avoidance techniques (such as data suppression, rounding, recoding, blurring, perturbation, etc) and/or other pertinent techniques;
7. After all requested student data has been de-identified and reviewed by the Student Data Manager, the requested student data shall be saved, physically or electronically, in a secure location managed by the Student Data Manager and then sent to the requestor through a secure method approved by the Student Data Manager.

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

8. RECORD RETENTION AND EXPUNGEMENT

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

8.1 Retention and Expungement. The School shall retain and dispose of student records in accordance with Utah Code Ann. § 63G-2-604, Utah Code Ann. § 53A-1-1407, and rules adopted by the USBE. The School shall comply with the active retention schedules for student records published by the Utah Division of Archives and Records Service, including the School District General Records Retention Schedule.

The School shall expunge student data in accordance with Utah Code Ann. § 53A-1-1407. In accordance with Utah Code Ann. § 53A-1-1407 and rules adopted by the USBE, the School shall expunge a student's student data that is stored by the School upon request of the student if the student is at least 23 years old. However, the School may not expunge a student's grades, transcripts, record of enrollment, or assessment information. The School may expunge other student data, including a student's medical records and behavioral assessments. A student's parent may also request that the School expunge the student's student data. A request to expunge a student's data shall be made in writing to the Director and describe in detail the data requested to be expunged.

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

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

9. DATA BREACH

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

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

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

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

9.4 Responding to a Data Breach.

9.4.1 Reporting a data breach. School employees, volunteers, and third-party contractors shall immediately report a data breach or a suspected data breach to the Student Data Manager. Students and parents of students who become aware of a data breach or that suspect a data breach shall also immediately notify the Student Data Manager.

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

1. Lock down systems and data that have been breached or suspected to have been breached, including changing applicable passwords, encryption keys, locks, etc;

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

Following the steps above and clearly defining the roles and responsibilities of all those involved in the steps will promote better response coordination and help the School shorten its incident response time. Prompt response is essential for minimizing the risk of any further data loss and, therefore, plays an important role in mitigating any negative consequences of the breach,

including potential harm to affected individuals. All work and activities performed under each of the steps above should be well documented and all documentation should be retained as required.

9.4.3 Coordination with Management Company and/or Legal Counsel

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

9.5 Cooperation

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

10. DATA TRANSPARENCY

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

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

11. DATA PRIVACY AND SECURITY AUDITING

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

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

12. DATA PRIVACY AND SECURITY TRAINING

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

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

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

AAA Data Governance Plan
Last Updated: 8-1-20

Driving Administrative Procedures

The School takes seriously the safety of its people. The purpose of these procedures is to help ensure the safety of School employees, students, and volunteers. These procedures apply to all employees who operate motor vehicles as part their employment responsibilities and all volunteers who operate vehicles as part of school-sponsored activities.

Procedures for All Drivers

- The School will perform driver's license verification checks on all new employees and volunteers who operate vehicles on School business.
- The School will verify the driver's license status of driving employees and volunteers at least annually.
- Employees and volunteers who do not have a valid driver's license are not allowed to drive on School business.
- The School will maintain the confidentiality of the results of driver's license checks by ensuring that only designated individuals conduct those checks and that any documentation regarding the results will be maintained in a location where only designated employees have access.
- When driving is an essential function of a job, the School will ensure that job descriptions for such positions specify that maintaining valid driver's license is required.
- Employees and volunteers that are involved in an at-fault accident may not drive on School business until they complete a driver safety program approved by the Director.
- Employees and volunteers must operate vehicles on School business only within limits of their individual licenses.
- Individuals convicted of DUI or reckless driving may not drive on School business.
- When private vehicles will be used by employees or volunteers on School business,
 - Vehicles must have in effect liability insurance with a minimum of \$100,000 liability coverage.
 - Vehicles must be safe and be in good working order.
 - The Authorization to Use Privately Owned Vehicles on School Business Form must be completed by the drivers and owners of the private vehicles and signed by the Director.

Additional Procedures for Volunteers Transporting Students

In addition to the foregoing procedures that apply to all drivers, the following procedures should be followed when volunteers are transporting students:

- The School will attempt to obtain commercial transportation for students to school-sponsored events whenever possible.
- Students other than a driver's own children may not be transported in 12 or 15 passenger vans.

- If the School is unable to obtain commercial transportation and is instead relying on volunteers to transport students to a school-sponsored event, only volunteers approved by the Director may transport students other than their own children.
- Parents and students who are being transported to school-sponsored activities by volunteers should sign an informed consent and waiver and release prior to the event.

AAA Driving
Administrative Procedures
Last Updated: 8-1-20

Electronic Resources Administrative Procedures

These administrative procedures are established in order to comply with and implement the Electronic Resources Policy adopted by the School’s Board of Directors.

Electronic Devices

Definitions

“**Electronic device**” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including: a smart phone, a smart or electronic watch, a tablet, or a virtual reality device.

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

“**Privately-owned electronic device**” means an electronic device that is not owned or issued by the School to a student or employee.

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

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

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

Student Use of Electronic Devices

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

- Electronic devices may not be used to view, access, download, store, or transmit pornography or other obscene or inappropriate material.
- Electronic devices may not be used to bully, threaten, humiliate, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.
- Electronic devices may not be used in ways that violate local, state, or federal laws.
- Electronic devices may not be used during quizzes, tests, and standardized assessments except as otherwise provided herein.
- Electronic toys are not allowed in the School.

More permissive option:

- Students may have privately-owned electronic devices at School during the School day.
- Privately-owned electronic devices must remain out of sight in a bag or backpack and be turned off during the School day.
- Students may not use or respond to privately-owned electronic devices during instructional time or during other times designated by teachers or the Director.

Exceptions

The Director may give permission for a student to possess an electronic device for good cause, including medical reasons, if the device does not distract from the instructional or educational process and is not otherwise used inappropriately.

Parents may request that the Director allow a student to possess an electronic device on active mode at all times during the School day, with the exception of during tests and standardized assessments, for good cause, including medical needs or unusual family situations.

A student may possess an electronic device on active mode at all times during the regular School day, including during assessments, if such an accommodation is specified in a written Section 504 plan, an Individualized Education Plan, or in connection with other legitimate circumstances determined by the Director.

Electronic devices may be used in the event of an emergency during the limited period of the emergency in order to protect the safety of a student or School employee, visitor or volunteer.

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

Consequences for Violation

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

An individual other than a student that finds or confiscates a privately-owned electronic device may search the device for the purpose of determining the device's owner. Students may not search electronic devices. Electronic devices that are used inappropriately may be subject to search by the Director if there is a reasonable suspicion that the device contains obscene or pornographic material or has been used to cheat or to threaten, embarrass, harass, or intimidate other students, teachers, volunteers, School guests, or School employees.

The School is not responsible for loss, damage or theft of any privately-owned electronic devices. The School will make reasonable efforts to notify parents/guardians that the School has

a student's electronic device in its possession. Parents/guardians who show identification may retrieve confiscated electronic devices during School hours or by appointment. *The School will retain un-retrieved electronic devices until the end of the School year, at which time the devices will be disposed of in a manner that ensures that no data stored on the device may be retrieved.*

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

- Loss of the privilege to possess or use electronic devices
- Disciplinary letter to the student's parent/guardian that is placed in the student's file
- Detention
- In-School suspension
- Suspension
- Expulsion
- Loss of the privilege of participating in School-sponsored activities or of receiving honor recognition

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

Notice of the Policy

The School will make the Electronic Resources Policy and these procedures accessible on the School's website, including in the same location as the School's Data Governance Plan required in R277-487.

Creative and Innovative Uses for Electronic Devices

Teachers and other School employees are encouraged to use electronic devices creatively in order to effectively communicate with students and parents/guardians and to enhance instruction. Creative uses might include notifying absent students of assignments, communicating with parents when students excel or if they are behind or absent, notifying students and parents of news articles or events that would enhance the learning experience, providing feedback to students on tests and assignments, parents notifying the School when students are absent or tardy.

Other Provisions

Picture taking or sound or video recording by students is prohibited in School unless authorized by a teacher or the Director. Picture taking or sound or video recording by students is prohibited in private areas of the School such as locker rooms, counseling sessions, washrooms, and dressing areas.

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

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

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

Internet Safety

The School has established a policy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (section 254(h) of title 47, United States Code).

Definitions

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

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

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

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

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

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

Access to Inappropriate Material

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

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

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

Inappropriate Network Usage

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

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

Education, Supervision and Monitoring

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

Student Acceptable Use of School Electronic Resources

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

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

In order to use the School's electronic resources, students must be willing to abide by the rules of acceptable use. Use of the School's electronic resources is a privilege, and students have no expectation of privacy in connection with their use of the School's electronic resources.

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

The School may contact law enforcement if School employees believe that a student has used School electronic resources in connection with a violation of criminal law, and criminal penalties may arise from inappropriate use of electronic resources. This applies to use of the School's electronic resources at any time and place, whether on or off School grounds.

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

Parents play an important role in helping students understand what does and does not constitute acceptable use.

The School may establish agreements for students to sign acknowledging that they understand the rules for use of the School's electronic resources.

Staff Acceptable Use of School Electronic Resources

These procedures apply to employees' and volunteers' use of the School's electronic resources, and employees must agree to these terms as a condition of employment.

At-Will Employment

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

The School's Rights

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

1. All data, files, programs, and materials downloaded with or used, sent, received, or stored upon the School's electronic resources are the School's property, and the School may deal with such items as it deems appropriate.
2. The School may log network use and monitor server space utilization by users and assumes no responsibility or liability for files deleted due to violation of server space allotments.
3. The School may remove a user account on the network with or without notice.
4. The School may monitor all user activities on the School's electronic resources, including but not limited to real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
5. The School may provide internal and external controls of network usage as appropriate and feasible, including but not limited to restricting online destinations through software or other means.
6. The School may limit or restrict, with or without notice, access to the School's electronic resources for those who do not abide by this policy or other direction governing the use of the School's electronic resources.
7. The School may determine, in its sole discretion, what materials, files, information, software, communications, and other content or activity are permitted or prohibited.
8. The School may delete or remove, with or without notice, any files, programs, data or other materials from any of the School's electronic resources.
9. The School may provide additional policies or guidelines regarding acceptable use of electronic resources.

Employees' Responsibilities Regarding Students' Use of Electronic Resources

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

User Responsibilities

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

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

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

Acceptable Use

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

1. All use of the School's electronic resources, including but not limited to use of computers and other electronic devices, use of e-mail, and network and Internet access must be consistent with the School's mission.
2. Network accounts are to be used only by the authorized user of the account for the authorized purpose.
3. Users must take reasonable steps to protect the privacy of students, School employees and other members of the School community and must strictly maintain the confidentiality of information regarding such individuals.
4. Use of the School's electronic resources, whether inside or outside the School, must comply with the School's employee handbook, as established from time to time.
5. Employees must comply with applicable copyright laws, ethical rules, and other applicable laws and regulations.
6. Users must exercise appropriate professional judgment and common sense when transporting files to and from school, keeping in mind copyright and other legal issues, as well as ensuring that the non-School computers to or from which files are being transferred are employing appropriate virus-control technologies.
7. Users must exhibit professionally appropriate behavior when using the School's electronic resources in order to professionally represent and preserve the image the School.
8. Users must take reasonable precautions to protect the School's electronic resources in order to reduce repair costs, maintain the integrity of the network, and protect the

School's assets. Employees who damage School electronic resources may be financially responsible for the cost of repair or replacement.

9. From time to time, the School will make determinations on whether specific uses of the School's electronic resources are consistent with the intent of this policy.

Unacceptable Use

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

1. Excessive use of the School's electronic resources for personal matters. "Excessive use" includes but is not limited to use of electronic resources in a manner that interferes with an employee's performance of work-related responsibilities or with the functioning of the School's electronic resources.
2. Use of the School's electronic resources in connection with social networking sites for non-academic purposes is prohibited.
3. Use of the School's electronic resources for commercial or for-profit purposes.
4. Use of the School's electronic resources for product advertisement or political lobbying.
5. Personal electronic devices may only be connected to the School's network with appropriate authorization.
6. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users, or impersonating or misrepresenting other users of the School's network.
7. Unauthorized use or disclosure of personal student information in violation of R277-487 and the Family Educational Rights and Privacy Act, 34 CFR, Part 99.
8. Use of the School's electronic resources in a manner that disrupts the use of the network by others.
9. Destroying, modifying, or abusing the School's electronic resources in any way.
10. Use of the School's electronic resources in a manner that threatens or impairs the integrity or security of the network.
11. Use of the School's electronic resources for hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors.
12. Downloading or installation of any software, including shareware and freeware, for use on the School's electronic resources without the approval of the Director or designee.
13. Use of any software on the School's electronic resources in violation of the applicable license or use agreement.
14. Use of the School's electronic resources to access, process, store, send or receive pornographic, sexually explicit or otherwise inappropriate material (as determined by the Director).
15. Use of the School's electronic resources for downloading entertainment software, files or other material not related to the mission of the School. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the School.

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

Disclaimer

1. The School cannot be held responsible for information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 U.S.C. § 2510, et seq.), notice is hereby given that there are no facilities provided by the School's system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. The School is not responsible for any damage users may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by the School's negligence or your errors or omissions.
4. Use of any information obtained is at the user's own risk.
5. The School makes no warranties (expressed or implied) with respect to:
 - o The content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information;

- Any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
6. The School reserves the right to change its policies and rules at any time.

Privacy

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

Training

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

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

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

The School will provide an annual notice to all parents of the location of information for in-home network filtering options (<https://consumerprotection.utah.gov/edu/filtering.html>) as provided for in Utah Code 76-10-1231.

AAA Electronic Resources
Administrative Procedures
Last Updated: 8-1-20

Employee Breastfeeding Administrative Procedures

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

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

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

AAA Employee Breastfeeding
Administrative Procedures
Last Updated: 8-1-20

Employee Discipline and Termination Procedures

The School intends for the process of employee discipline, including termination, to be fair, reasonable, and legally defensible. The School will therefore employ the following procedures in connection with the discipline and/or termination of School employees.

However, the School is an at-will employer, and nothing contained in these procedures are intended to limit, alter, or otherwise modify the at-will nature of its employment relationships.

Procedural Fairness – The administration will seek to employ fair methods to determine the consequences imposed.

The administration will follow consistent processes to ensure the adequate investigation of employee conduct that may lead to discipline. The administration will take reasonable steps to gather relevant and accurate information. The nature and extent of the investigation will depend on the nature of the situation and severity of the allegations.

The administration will maintain documentation of information obtained in the course of an investigation and throughout the interactions with the employee.

The administration will endeavor to follow applicable policies and procedures regarding discrimination and will seek to avoid bias in the process of investigating and imposing discipline.

The administration will base decisions on the best information available at the time.

The administration will seek to balance the relevant interests at play in the decision of whether and what discipline to impose.

The administration will comply with the ethical standards governing administrators in the process of investigating and imposing discipline, including but not limited to maintaining the confidentiality of such matters and reporting possible matters to the Utah Professional Practices Advisory Commission as appropriate.

Outcome Fairness – The administration will seek to impose consequences that are just.

The administration will strive to reach discipline decisions that are consistent across time, recognizing that the various factors and considerations at play mean that no two situations are exactly alike and therefore may produce different outcomes.

The administration will strive to reach discipline decisions that are reasonably proportionate to the nature and severity of the behavior, including all relevant considerations.

The administration will consider the entire range of options together with all relevant factors when deciding on what discipline to impose in a given situation. Depending on the nature of the situation, this may involve a progression of disciplinary steps from less severe, such as providing notice and an opportunity to improve, and it may involve immediate termination when warranted.

Interactional Fairness – The administration will seek to carry out its actions in a way that appropriately takes the employee’s needs and feelings into account.

The administration will clearly communicate with employees throughout the process of investigating, deciding and imposing discipline. The administration will clearly communicate expectations and decisions to employees throughout this process.

The administration will treat employees respectfully throughout this process.

The administration will offer employees appropriate consideration and empathy during this process.

AAA Employee Discipline
and Termination Procedures
Last Updated: 9/17/20

Family Educational Rights and Privacy Act Notice of Directory Information

The Family Educational Rights and Privacy Act (“FERPA”), a federal law, requires that Advantage Arts Academy (the “School”), with certain exceptions, obtain a parent or eligible student’s (eligible students are students 18 years of age or older) written consent prior to the disclosure of personally identifiable information (“PII”) from a student’s education records. However, the School may disclose appropriately designated “directory information” without written consent, unless a parent or eligible student has advised the School to the contrary in accordance with School procedures. The primary purpose of directory information is to allow the School to include information from a student’s education records in certain school publications. Examples include:

- A playbill, showing a student’s role in a drama production;
- The annual School yearbook;
- Recognition lists; and
- Programs for school sporting events, showing the weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent or eligible student’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (the “ESEA”), to provide military recruiters, upon request, with student names, addresses and telephone listings unless parents or eligible students have advised the LEA that they do not want such information disclosed without their prior written consent. *See* Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

If a parent or eligible student does not want the School to disclose any or all of the types of information designated below as directory information from the student’s education records without prior written consent, the parent or eligible student must so notify the School in the “Notice for Directory Information” Section in the student’s Registration Packet **prior to** submitting the Registration Packet to the School. The School has designated the following student information as directory information:

- Name;
- Photograph;
- Grade level;
- Participation in officially recognized activities and sports;
- Parent names and contact information; and
- Honors and awards.

Last Updated: _____

Family Educational Rights and Privacy Act Notification of Rights

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students 18 years of age or older (“eligible students”) certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Advantage Arts Academy (the “School”) receives a request for access. A parent or eligible student should submit to the Director a written request that identifies the record(s) the parent or eligible student wishes to inspect. The School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request an amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the Director, clearly identify the part of the record they want changed, and specify why it should be changed.

If the School decides not to amend the record as requested, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the School discloses personally identifiable information (“PII”) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the School in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the School’s board of directors; contractors, consultants, volunteers, and other outside parties to whom the School has outsourced institutional services or functions that the School would otherwise use its own employees to perform and who is under the direct control of the School and subject to the same conditions governing the use and redisclosure of education records that apply to other school officials, such as an attorney, auditor, therapist, medical consultant, or education service provider; or a parent, student, or other School volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the school official needs to review an education record in order to fulfill his or her professional responsibilities for the School.

Upon request, the School may also disclose education records without a parent or eligible student's prior written consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Please refer to the list on the following page for a summary of disclosures schools may make without receiving prior written consent from a parent or eligible student.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Disclosures Schools May Make Without Prior Written Consent

FERPA permits the disclosure of PII from students' education records without consent of the parent or eligible student if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. A school may disclose PII from the education records of a student without obtaining prior written consent from a parent or eligible student as follows:

- To other school officials, including teachers, within the school whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1)-(a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled, if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State Education Agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

AAA FERPA Notification of Rights
Last Updated: 8-1-20

Family Education Rights & Privacy Administrative Procedures

These administrative procedures are established pursuant to the Board's Family Educational Rights and Privacy Policy

Activities Prohibited without Prior Written Consent

Prior Written Consent Requirement

Any School employee or agent who plans to administer to a student in any grade any psychological or psychiatric examination, test, or treatment, or any survey, analysis or evaluation that has the purpose or evident intended effect of causing the student to reveal information, whether the information is personally identifiable or not, concerning the student's or any family member's:

- a) political affiliations or, except as provided under Utah Code § 53A-13-101.1 or rules of the Utah State Board of Education, political philosophies;
- b) mental or psychological problems;
- c) sexual behavior, orientation, or attitudes;
- d) illegal, anti-social, self-incriminating, or demeaning behavior;
- e) critical appraisals of individuals with whom the student or family member has close family relationships;
- f) religious affiliations or beliefs;
- g) legally recognized privileged and analogous relationships, such as those with lawyers, medical personnel, or ministers; or
- h) income, except as required by law;

shall obtain prior written consent from the student's parent or guardian at least two (2) weeks before the test/treatment/survey/analysis/evaluation is administered or the information listed above is sought, unless the employee or agent must seek this type of private information due to an emergency, or unless a student spontaneously discloses the information.

The prohibitions also apply within the curriculum and other School activities.

Parental Notice and Consent Checklist

In order to be valid, written parental notice and consent shall include the following:

- a) parent signature; and
- b) written notice that the parent may obtain written information concerning:
 - i. why the test, treatment, survey, analysis, or evaluation is being administered;

- ii. when the test, treatment, survey, analysis, or evaluation will be administered (the date of administration must be at least two (2) weeks from the date of parent notice);
- iii. where the test, treatment, survey, analysis, or evaluation will be administered;
- iv. who will administer the test, treatment, survey, analysis, or evaluation and who will have access to the information gathered;
- v. what information is being sought and how it will be collected (i.e., parents must be notified of their right to examine test questions and materials, research proposals and methodologies, etc.);
- vi. address and phone number of a School employee to whom parents may direct inquiries or concerns (Director, teacher, administrator, etc.).

A general consent used to approve admission to school or involvement in special education, remedial education, or a school activity does not constitute written consent for these purposes.

Duration of Parental Authorization

Unless otherwise agreed to by a student's parent or guardian and the person requesting written consent, the authorization is valid only for the activity for which it was granted; or until the parent withdraws consent, during the course of the activity, by submitting a written withdrawal of authorization to the Director.

Waiver of Parental Notice Period

A parent may waive the 2-week notice period by signing and returning a written waiver to the School.

Well-Being of a Student

If a School employee or agent believes that a situation exists that presents a serious threat to the well-being of a student, that employee or agent shall notify the student's parent or guardian without delay. If, however, the matter has been reported to the Division of Child and Family Services (DCFS), it is the responsibility of DCFS to notify the student's parent or guardian.

Risk of Suicide

If a school employee or agent believes a student is at risk of attempting suicide, physical self-harm, or harming others, the school employee or agent may intervene and ask a student questions regarding the student's suicidal thoughts, physically self-harming behavior, or thoughts of harming others for the purposes of: (i) referring the student to appropriate prevention services; and (ii) informing the student's parent or legal guardian.

Student Education Records Management

Parents/guardians have the right to inspect and review all of their student's education records maintained by the School. If the education records of a student contain information on more than one student, the parent/guardian may inspect and review or be informed of only the specific information about their student.

- The School will grant a request by a parent/guardian for access to the education records of their child within a reasonable period of time, but in no case more than forty-five (45) days after the request has been made.

Parents/guardians may challenge and request the School to amend any portion of their student's education record that is inaccurate, misleading or in violation of the privacy rights of the student.

- The School shall consider the request and decide whether to amend the records within a reasonable amount of time. If the Director decides not to amend the record as requested, the Director shall inform the parent/guardian of the decision and of their right to a hearing.
- Upon request of a parent or guardian, the School shall provide an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.
- Such hearing shall be informal and shall be conducted by an individual who does not have a direct interest in the outcome of the hearing.
- If, as result of the hearing, the School decides that the challenged information is inaccurate or misleading, the record should be amended accordingly and the parent/guardian informed in writing.
- If, as result of the hearing, the School decides that the challenged information is not inaccurate or misleading, it shall inform the parent/guardian of their right to place a statement in the record, commenting on the challenged information in the record, or stating why they disagree with the decision. Any such document must remain with the contested part of the record for as long as the record is maintained, and shall be disclosed whenever the portion of the record to which the statement relates is disclosed.

The School may not disclose information related to education records without prior parental consent, except as provided by law. Such exceptions include, but are not limited to disclosures:

- To school officials who have a legitimate educational interest;
- To a person or company with whom the School has contracted to perform a special task;
- To other schools that have requested the records and in which the student seeks or intends to enroll, or where the student is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer;

- To individuals who have obtained court orders or subpoenas;
- To individuals who need to know in cases of health and safety emergencies;
- To officials in the juvenile justice system;
- In connection with audit and evaluation of federally or state supported education programs;
- To the Immigration and Naturalization Service (INS) for foreign students attending school under a visa; or
- To the Attorney General of the United States in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes.

The School may disclose directory information for appropriate reasons if it has given parents annual notice of their right to request that their student’s directory information not be released by the School.

- The following information relating to students may be declared directory information from time to time:
 - a) name, address, e-mail address, and telephone number;
 - b) date and place of birth;
 - c) major field of study;
 - d) participation in officially recognized activities and sports;
 - e) weight and height of members of athletic teams;
 - f) dates of attendance;
 - g) degrees and awards received;
 - h) most recent previous education agency or institution attended; and
 - i) photograph
- The School shall not release directory information to any individual or organization for commercial use.

The School shall give full rights to student education records to either parent (or guardian), unless the School has been provided with evidence that there is a court order or other legally binding instrument relating to matters such as divorce, separation, or custody that specifically revokes these rights.

Confidentiality of Student Information

The School and all employees, volunteers, third party contractors, or other agents of the School shall protect the privacy of the student and the student’s family through compliance with the protections established under state and federal law.

The School will provide appropriate training to employees regarding the confidentiality of student performance data and personally identifiable student information.

Data Collection and Storage Procedures

The School will ensure that school enrollment verification data, student performance data, and personally identifiable student information are collected, maintained and transmitted in a secure manner and consistent with sound data collection and storage procedures.

Access to Information

Access to confidential student information will be limited to individuals with a legitimate educational interest in the data. The Director will determine which individuals have a legitimate educational interest in having access to particular data. In general, this will include the Director, other administrative personnel such as an assistant administrator or counselor, members of the School's front office staff, members of the School's special education staff (in accordance with special education regulations regarding school records), teachers (for students in their classes), and third parties with which the School has contracted to perform special tasks for the School. The School will ensure that all individuals who have access to student information will understand how, where and when they can access this data and will commit to fulfill their obligations to protect the confidentiality of the information.

Physical Protection

Any physical documents containing confidential student information will be stored in a secured, locked location. Access to the storage location will be determined by the Director.

Technological Protection

The School will ensure that appropriate technological protections are in place, as described below, whenever the School gathers, transmits, or stores confidential information electronically.

The School currently uses Aspire as its Student Information System. This is the primary location in which the School will store electronic data. This program provides a secure location for the maintenance and transmission of confidential student information. In the event the School decides to use a Student Information System other than Aspire, the School will ensure that the system is approved by USOE and is adequately secure.

The School uses an online registration system for the registration and enrollment of all new students entering the school and for the declaration of current students for re-enrollment. This system is used to run lotteries when applications to the School exceed available openings. The School uses the system to gather student information to enter into the School's Student Information System. This system has been designed with security features that satisfy industry standards. The School will ensure that the system is updated over time to maintain adequate security.

All confidential student information that is stored electronically will be in a location that is password protected. Such data will not be stored on local device drives or on removable data storage media.

The School will ensure that its network, including servers and wireless access components, employs industry standard security measures.

School personnel will not share log in information for any system in which confidential student information is stored unless authorized by the Director.

Confidential student information will only be transmitted through secure means such as MoveIt and will not be transmitted via e-mail in an unencrypted format.

Personnel Responsibilities

School personnel are responsible for entering student data into the School's Student Information System. This includes information obtained through the School's online registration system and other data gathered throughout the course of the school year. School personnel also manage the maintenance and reporting of records and data required by governmental entities.

The Director will ensure that School personnel will periodically obtain professional training to ensure that they perform their responsibilities properly and that they comply with all requirements associated with protecting and maintaining the confidentiality of student records and data. This training may include topics such as appropriate and inappropriate access and use of data; who may access data and for what purposes; asking questions when access decisions need to be made; handling problems when misunderstandings arise; data collection procedures and expectations; protecting data during collection, use and storage; key aspects of data security.

Third Party Access to Confidential Information

The School's Educational Services Provider, Academica West, will have access to the personally identifiable student data and school enrollment verification data collected and maintained by the School in connection with legitimate educational purposes of the School.

Data Breach

The School will notify the parent or guardian of a student if there is a release of the student's personally identifiable student data due to a security breach.

AAA Family Education Rights & Privacy
Administrative Procedures
Last Updated: 8-1-20

Hazardous Materials Administrative Procedures

The purpose of the Hazard Materials Administrative Procedures is to minimize the exposure and accident potential from the use, storage and mixing of chemicals. OSHA requires a Hazard Communication Plan if there are any chemicals that pose a health or physical hazard located on the property or in any building that is occupied by employees of the school. Our plan includes the following elements:

1. We will only store chemicals with like properties together on any shelf or in any container in our building.
2. We will identify all chemicals on the property and make an inventory of all chemicals that pose a health or physical threat to our employees.
3. The chemical inventory sheet and an MSDS for each chemical will be composed and stored in all places where chemicals are mixed, stored, or used or in the office of our main building and everyone on the property shall be informed of its location and how to find the pertinent information on the sheets for any emergency or for normal preventive measures for each chemical.
4. Training for the safe use of each chemical shall be done before any employee uses the chemical for the first time and again every time a new chemical is purchased for the same purpose.
5. The chemical inventory shall be updated at least once each year, and the old chemical inventory shall be archived to verify which chemicals were used and for how long they were used at the school.
6. No employee will be allowed to bring any chemical onto the school property without the permission of the Director, the custodian and any other person exposed to the chemical.
7. All new chemicals must have their MSDS sheets reviewed by the safety committee before they can be used at the school.

Anyone who fails to abide by this rule could be held personally liable for any injury or damage from the chemical to students, employees or anyone entering the building.

AAA Hazardous Materials
Administrative Procedures
Last Updated: 8-1-20

Hiring Administrative Procedures

The School will adhere to the following procedures in connection with hiring any employee of the School.

All offers of employment must be approved by the Director prior to extending the offer.

A signed employment application will be obtained prior to extending an offer of employment.

References will be checked prior to extending an offer of employment.

The School will ensure that documentation of employment applications and reference checks will be maintained for an appropriate length of time.

Written employment agreements will be obtained for all employees. All employment agreements must be signed by the Director. Employees must complete all required new hire paperwork, including but not limited to Form I-9, within the required time frame.

Background checks will be completed in accordance with Utah law and School policy prior to any employee commencing work.

New employees will be oriented with respect to School policies and procedures.

New employees will be provided a copy of the School's Employee Handbook, and documentation of this will be maintained.

AAA Hiring
Administrative Procedures
Last Updated: 8-1-20

Administrative Information Technology Systems Security Plan

1. PURPOSE

The primary purpose of this Information Technology Systems Security Plan is to establish security measures that will help Advantage Arts Academy (the “School”) protect sensitive data that is stored or maintained on its computer equipment, systems, and networks. The School is required to establish this Plan pursuant to Utah Administrative Code Rule R277-487 and the School’s Information Technology Security Policy.

2. SCOPE AND APPLICABILITY

This Plan is applicable to employees, volunteers, and third-party contractors of the School. The School will use this Plan to protect its computer equipment, systems, and networks from, among other things, unauthorized access, inappropriate disclosure, and compromise.

This Plan works in conjunction with the School’s Information Technology Security Policy, Student Data Privacy and Security Policy, Family Educational Rights and Privacy Policy and Administrative Procedures, Data Governance Plan, and policies and procedures pertaining to the School’s electronic resources and devices.

This Plan contains security measures related to the following:

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

3. ROLES AND RESPONSIBILITIES

The School’s contracted IT provider functions as the School’s IT Security Manager and will help the School implement this Plan and comply with it. The responsibilities of the IT Security Manager set forth in this Plan supplement the responsibilities of the IT Security Manager outlined in the School’s Data Governance Plan, which include the following:

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

Please refer to the School's Data Governance Plan to review the data privacy and security roles and responsibilities of the School's Student Data Manager, employees, educators, volunteers, and third-party contractors.

4. COMPLIANCE

School employees, volunteers, and third-party contractors must comply with this Plan. Failure to comply shall result in consequences for the person or entity up to and including removal of access to the School's computer equipment, systems, and networks. If such access is required for employment or contracted services, employees and third-party contractors may be subject to dismissal.

5. REPORTING

All persons who are granted access to the School's computer equipment, systems, and networks are expected to be careful and aware of suspicious communications and unauthorized use of the School's IT assets. When School personnel or other users become aware of suspicious activity, they shall immediately contact the Student Data Manager or IT Security Manager with the relevant information.

6. SYSTEM ADMINISTRATION

System administration is a critical function that provides management of the School's information systems that contain sensitive data, including personally identifiable student data. If malicious actors compromise system administration, they have access to the School's sensitive data and information systems.

The School's information systems will be administered by the IT Security Manager. The IT Security Manager will use a combination of preventative, detective, forensic, and audit controls to protect system administration channels from exploitation by attackers.

7. NETWORK SECURITY

It is essential for the School to protect its network from both internal and external malicious actors. The School recognizes that appropriate network security procedures are necessary for

identifying, evaluating, controlling, and mitigating network vulnerabilities and for protecting the School's technology assets.

The IT Security Manager will manage the School's network according to industry best practices. In so doing the IT Security Manager will provide a secure and robust computing environment at the School; protect the School's information technology assets and systems; and preserve the privacy of sensitive data belonging to the School's employees, students, and associated entities.

All wireless access networks at the School shall conform to current best practices and shall utilize at minimum WPA encryption for any connections. No wireless access point shall be installed on the School's network that does not conform to current network standards as defined by the IT Security Manager.

The School shall ensure that any remote access with connectivity to the School's internal network is achieved using the School's centralized VPN service that is protected by multiple factor authentication systems.

8. APPLICATION SECURITY

Web application vulnerabilities account for the largest portion of attack vectors outside of malware. To help protect the School from harm, it is essential to perform security assessments of web applications used by the School.

The IT Security Manager shall perform a security assessment of all web applications that are used (or will be used) by the School to house sensitive data. The purpose of the security assessments is to identify potential or realized weaknesses. Any vulnerabilities found in a web application used by the School shall be remediated. If serious vulnerabilities in a web application cannot be remediated, the web application shall be removed.

The IT Security Manager shall determine which web application security assessment tools to use.

9. ENDPOINT, SERVER, AND DEVICE SECURITY

The School understands the importance of preventing, detecting, and remediating attacks and compromises of the School's computers, servers, and other computing devices.

School employees' computers or computing devices shall not be left unattended and unlocked for extended periods of time, especially when logged into sensitive systems or data, including personally identifiable student or employee data. Automatic log off, locks, and password screen savers should be used to enforce this requirement.

The IT Security Manager shall ensure that all servers at the School undergo a security audit and evaluation before they are used by the School. Administrative access to servers shall be

password protected. Any and all new servers must be registered and approved by the IT Security Manager. The maintenance and support of all new servers should be managed by the School's IT Security Manager, if possible.

The School shall install, distribute, and maintain spyware, malware, and virus protection software on all School-owned technology assets, including computers, computing devices, and servers.

Server rooms and telecommunication rooms/closets shall be protected by appropriate access control which segregates and restricts access from general office areas at the School. Access control shall be enforced using keys, electronic card readers, or another similar method. Only IT and other School personnel whose job functions require access to such rooms shall be allowed unescorted access.

Before any third-party contractor is allowed access to any computer system, server room, or telecommunication room, the contractor shall be required to present a company issued identification card and his or her access must be confirmed directly by the School employee who issued the service request or by the IT Security Manager.

10. IDENTITY, AUTHENTICATION, AND ACCESS MANAGEMENT

The School shall grant access to its systems and network in accordance with the principles of least privilege and need-to-know. In addition, the School shall require unique identities and authentication in order to access the School's systems and network. This will ensure that users are identifiable and unable to repudiate their activities on the School's systems and network.

Passwords are a critical component of information security and the school shall enforce strong password management. All individual passwords connected to the use of the School's computer equipment, systems, and networks shall:

1. Be created and maintained in accordance with industry best practices;
2. Be maintained in a manner that reduces the threat of unauthorized access to sensitive data;
3. Be treated as confidential information and not be shared with anyone; and
4. Not be inserted into email messages or any other forms of electronic communication.

Any user suspecting that his or her password may have been compromised shall report the incident to the IT Security Manager and change all passwords.

11. DATA PROTECTION AND CRYPTOGRAPHY

One of the most effective ways to achieve data security is through encryption. To read an encrypted file, a person must have access to a secret key or password that enables the person to decrypt it.

Where technologically feasible, the School shall utilize encryption when transmitting sensitive data over the network.

All computers and other computing devices owned by the School, such as desktop computers, laptops, and tablets, that connect to the School's network and that may contain or transmit personally identifiable data must be configured to encrypt such data on any internal hard drive. Users must protect these devices from unauthorized use or access.

Personally identifiable data shall not be stored on external storage media such as external hard drives, flash drives, or DVDs unless such storage is authorized by the Student Data Manager and the personally identifiable data on the external storage media is encrypted. Users must protect these external storage media from unauthorized use or access.

All employees or other users that need assistance or guidance on encrypting sensitive data on any School computer or device described in this section shall contact the IT Security Manager.

12. MONITORING, VULNERABILITY, AND PATCH MANAGEMENT

This area is concerned with minimizing the School's attack surface through the detection and mitigation of vulnerabilities and the early detection of intrusions.

The IT Security Manager shall:

1. Monitor the School's network so that it may detect and investigate security incidents when they occur;
2. Engage in effective vulnerability management and penetration testing in order to detect and remediate vulnerabilities when they occur in the School's computer equipment, systems, and applications; and
3. Perform regular patch management in order to maintain the School's information systems in a secure state.

13. HIGH AVAILABILITY, DISASTER RECOVERY, AND PHYSICAL PROTECTION

Procedures related to high availability, disaster recovery, and physical protection are intended to make it possible for the School to continue to operate successfully in the face of adversity, which may range from mild, routine failures of School computers to severe natural or man-made catastrophes.

The School will ensure the availability and recoverability of the School's data and data systems in accordance with industry best practices.

Physical access to the School's data centers shall be governed by the same access requirements applicable to server rooms and telecommunications rooms at the School.

14. INCIDENT RESPONSES

All incidents of network or system shutdown or failure shall be reported to the IT Security Manager immediately. The IT Security Manager shall utilize industry standards and current best practices in responding to and resolving such incidents.

Incidents involving a data breach shall be reported to the Student Data Manager who, along with the IT Security Manager, shall follow the data breach protocol set forth in the School's Data Governance Plan.

15. ACQUISITION AND ASSET MANAGEMENT

The School shall follow its purchasing and procurement policies when purchasing technology equipment.

The School will track, support, and manage all of its acquired technology assets (hardware and software) in a reasonable and effective manner.

16. POLICY, AUDIT, AND E-DISCOVERY TRAINING

The School shall provide training on its policies as required by law. This includes providing training to its employees, aids, and volunteers regarding information technology security matters on an annual basis. The School shall also provide training on audits and e-discovery as required by law.

17. REVIEWS AND AUDITS

The IT Security Manager shall periodically review the School's security policies, procedures, plans. The IT Security Manager shall ensure that security and privacy audits are performed as required by this Plan or by law.

AAA Data Governance Plan
Last Updated: 8-1-20

Administrative Procedures Library Materials Procedures

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

I. Selection of Materials for School's Library Collection

- a. The School's librarian will select all library materials, including from materials provided as gifts or donations to the School's library. The selection of library materials will be consistent with the School's Library Materials Policy and will be performed under the direction of the Director.
- b. The following selection criteria will be used:
 - i. Overall purpose and educational significance;
 - ii. Legality;
 - iii. Age and developmental appropriateness;
 - iv. Timeliness and/or permanence;
 - v. Readability and accessibility for intended audience;
 - vi. Artistic quality and literary style;
 - vii. Reputation and significance of author, producer, and/or publisher;
 - viii. Variety of format with efforts to incorporate emerging technologies; and
 - ix. Quality and value commensurate with cost and/or need.
- c. The librarian may seek recommendations and work collaboratively with parents, patrons, and others in the School community during the selection process.
- d. The School's library collection will reflect a diversity of ideas, varying viewpoints, and adhere to applicable law.
- e. Any electronic databases and other web-based searches and content will be filtered through the School's state-required internet filter.

II. Library Collection Maintenance

- a. Library materials will be maintained consistent with the criteria listed above, applicable state and federal laws, including Utah Code § 53G-10-103.
- b. The librarian or another employee designated by the School's Director will inventory the School's library collection and equipment annually or at another time interval determined by the Director. The inventory may be used to:
 - i. Determine losses and remove damaged or worn materials to be considered for replacement;
 - ii. Deselect and remove materials that are inconsistent with the law or that are no longer relevant to the curriculum or of interest to students; or
 - iii. Identify gaps or deficits in the School's library collection.

III. Library Materials Review Process

- a. A library materials review request may only be made by:
 - i. A parent of a student who attends the School;
 - ii. A student who attends the School; or

- iii. An employee of the School.
- b. A library materials review request must be made in writing by completing the School's Library Materials Review Request Form and submitting the Form to the School's Director or another employee designated by the School's Director. The requestor must provide all information requested on the Form.
- c. All library materials review requests must be based upon the concern that the material is "sensitive material" as defined in Utah Code § 53G-10-103 or upon concerns with the age-appropriateness of content in the material.
- d. To the extent practicable, the identity of a requestor will be protected and kept confidential from all individuals outside of the School's review process outlined in these procedures.
- e. The material that is subject to a review request will have restricted access (for example, by maintaining the material behind the circulation desk and requiring an access code for digital materials) until the processes described in these procedures are completed. Access to such material will be limited to students with prior parent/guardian permission only. A list of restricted materials will be made available to the public upon request.
- f. After receipt of a request for review, the School's Director or another employee designated by the School's Director will acknowledge receipt of the request and convene a Library Materials Review Committee (the "Review Committee") within a reasonable time according to the procedure outlined below:
 - i. The Review Committee will include a reasonable number of individuals.
 - ii. Members of the Review Committee will be selected by the Director and include at least the following:
 - 1. The School's Director or another member of the School's administration;
 - 2. A licensed teacher at the School (if practicable, the teacher will be an English language arts teacher or teacher who teaches a subject that is relevant to the challenged material);
 - 3. The School's librarian; and
 - 4. At least two parents of current students at the School that are reflective of the School community as required in Subsection 53G-10-103(3).
- g. The Review Committee will determine the amount of time needed for an adequate review of the challenged material to make a thorough and thoughtful decision and inform the requestor of the determined timeline. The Review Committee will strive to complete all reviews and make its final decision between thirty to sixty (30-60) days of its receipt of the request for review.
- h. Each member of the Review Committee will receive materials to complete the review process, including the following:
 - i. A copy of the Library Materials Review Request Form that was submitted;
 - ii. Access to the challenged material being;
 - iii. A copy of the School's Library Materials Policy and these procedures; and

- iv. Any relevant information about the challenged material from the School's librarian, including the reason(s) the material was selected to be in the School's library collection.
- i. The Review Committee will schedule a meeting (or multiple meetings, if the Review Committee determines that is necessary) to complete the review process.
- j. The Review Committee will determine whether the challenged material constitutes sensitive material consistent with Utah Code § 53G-10-103, the School's Library Materials Policy and these procedures, and the guidance letter provided by the Attorney General's Office dated June 1, 2022.
- k. In deciding whether the challenged material constitutes sensitive material, the Committee will:
 - i. Consider *all* elements of the definitions of pornographic or indecent material as defined in Utah Code § 76-10-1235, § 76-10-1201, § 76-10-1203, and § 76-10-1227; and
 - ii. Whether the challenged material is age appropriate due to vulgarity or violence.
- l. In deciding whether the challenged material is age appropriate due to vulgarity, violence, or content, the Review Committee must consider the challenged material taken as a whole and consider whether it has serious literary, artistic, political, *or* scientific value for minors, which may include the following objective criteria:
 - i. Reliable, expert reviews of the material or other objective sources;
 - ii. Review Committee members' experience and background; and
 - iii. Community standards.
- m. In deciding whether the challenged material taken as a whole has serious literary, artistic political, or scientific value as described above, the Review Committee will consider that:
 - i. Serious value does not mean *any value*; and
 - ii. Greater protections should exist concerning content for a library in an elementary or middle school setting.
- n. The Review Committee will make a final decision on a challenged material as follows:
 - i. **Retained:** the decision to maintain access in the School to the challenged material for all students;
 - ii. **Restricted:** the decision to restrict access in the School to the challenged material for certain students as determined by the Review Committee; or
 - iii. **Removed:** the decision to prohibit access in the School to the challenged material for all students.
- o. The decision of the Review Committee will be determined by majority vote of the Review Committee members. This decision is final unless appealed in accordance with Section IV below.
- p. The final decision of the Review Committee will be communicated in writing to the requestor and appropriate School employees within seven (7) days of the decision being made.
- q. The challenged material may not be reviewed again for three (3) school years

- following the Review Committee's decision.
- r. The School will maintain a list of all materials that receive a "removed" decision from the Review Committee and share the list with all School employees. The list will also be made available to the public upon request.
 - s. The School will also maintain a list of all Review Committee final decisions on challenged material and share the list with all School employees, whether the final decision was retained, restricted, or removed.
 - t. If library materials review requests become unduly burdensome, the School may limit the number of review requests an individual may make in the course of a school year.

IV. Appeals Process

- a. The original requestor or another individual listed in Section III(a) who was not on the Review Committee may appeal the decision of the Review Committee in writing to the School's Board of Directors (the "Board") within fourteen (14) days of receipt of the Review Committee's final written decision using the School's Library Materials Appeal Request Form.
- b. After receipt of a completed Library Materials Appeal Request Form, the Board President or another Board member designated by the Board President will acknowledge receipt of the appeal and appoint a Library Materials Appeals Committee (the "Appeals Committee") within a reasonable time according to the procedure outlined below:
 - i. The Appeals Committee will include at least three individuals.
 - ii. Members of the Appeals Committee will be selected by the Board President or another Board member designated by the Board President and include at least the following:
 - 1. Two or more Board members;
 - 2. A School administrator and/or other School employee who did not participate in the initial Review Committee.
 - iii. The Board President or another Board member designated by the Board President may, in his/her discretion, also add to the Appeals Committee a parent or licensed teacher at the School who did not participate in the initial Review Committee.
 - iv. If a quorum of the Board is selected to serve on the Appeals Committee, the Appeals Committee will follow the Open and Public Meetings Act in its deliberations.
- c. The Appeals Committee will determine the amount of time needed for an adequate review of the challenged material to make a thorough and thoughtful decision and inform the requestor of the determined timeline. The Appeals Committee will strive to complete its review and make its final decision between thirty to sixty (30-60) days of its receipt of the appeal.
- d. Each member of the Appeals Committee will receive materials to complete the review process, including the following:
 - i. A copy of the Library Materials Review Request Form;

- ii. A copy of the Library Materials Appeal Request Form;
 - iii. A copy of the challenged material;
 - iv. The Review Committee’s final decision and rationale for the decision; and
 - v. A copy of the School’s Library Materials Policy and these procedures.
- e. The Appeals Committee will schedule a meeting (or multiple meetings if the Appeals Committee determines that is necessary) to complete the appeals process.
- f. The Appeals Committee may make a final decision of a reviewed material as follows:
- i. **Retained:** the decision to maintain access in a school setting to the challenged material for all students;
 - ii. **Restricted:** the decision to restrict access in a school setting to the challenged material for certain students;
 - iii. **Removed:** the decision to prohibit access in a school setting to the challenged material for all students; or
 - iv. Another decision as decided by the Appeals Committee.
- g. The decision of the Appeals Committee will be determined by majority vote. This decision is final, subject to Section V below.
- h. A challenged material may not be reviewed again for three (3) school years if the Appeals Committee votes to uphold the Review Committee’s decision.
- i. The final decision of the Appeals Committee will be communicated in writing to the requestor and appropriate employees within seven (7) days of the decision.
- j. The School will maintain a list of the final decisions made by the Appeals Committee and share the list with all School employees. The list will also be made available to the public upon request.

V. Final Procedural Review (Applicable if permitted by R277-123)

- a. The requestor in Section IV(a) may, in accordance with R277-123, petition the USBE for a procedural review of the Appeals Committee’s final decision.
- b. The USBE’s review decision is final.

VI. Postings on Website

- a. The School will post the following on its website:
 - i. The Library Materials Policy and these procedures;
 - ii. The Library Materials Review Request Form; and
 - iii. The Library Materials Appeal Request Form.

AAA Library Materials Procedures
 Administrative Procedures
 Last Updated: 9-20-22

Meal Charge Administrative Procedures

I. Purpose

Advantage Arts Academy (“the School”) participates in the National School Breakfast Program (“NSBP”) and National School Lunch Program (“NSLP”). The School provides meals to its students pursuant to these programs and offers free or reduced-price meals to eligible students. Participating students who are not eligible for free or reduced-price meals may receive meals at the School at the normal paid rate.

These procedures address how the School will handle situations where students eligible to receive reduced price or paid rate meals at school do not have money in their account or in hand to pay for the cost of a meal at the time of meal service. These procedures also address, among other things, where families can find assistance with applying for free or reduced-price school meals, alternate meals, notification and collection of unpaid meal charges, and how the School will communicate these procedures to families and School personnel.

II. Information about Free or Reduced-Price Meals

- A. Prior to or at the beginning of each school year, the School will provide to the parent or guardian of each student:
 - (i) Information about school meals, including prices for the meals and acceptable methods of paying for the meals;
 - (ii) Information about the NSBP and NSLP, including how students qualify for free or reduced priced meals under the programs; and
 - (iii) An application for free or reduced priced meals under the NSBP and NSLP.

- B. The School will provide the information and application as follows:
 - (i) Hard copies will be distributed via the mail, at back to school night, in student registration materials, and/or electronically (i.e. distributed via email, via emailing a link to the information and applications online, etc). Applications will also available on the School’s website and student information system. Hard copies of applications will also available in the School’s front office.
 - (ii) The School will not provide the information and application at the end of the school year for the next school year, but will provide the information and application on or after July 1 of each year.

- C. Completed applications should be returned to the School as soon as possible, but completed applications will be accepted by the School throughout the year. Parents or guardians should contact the School’s front office at 801-878-8622 for

questions about or assistance with applying for free or reduced priced school meals.

III. Students Unable to Pay for Meals

- A. Students who are unable to pay for a meal at the time of meal service, either because they don't have sufficient money in their meal account or on their person, will be allowed to charge the meal to their meal account. However, the School expects and relies upon parents to keep their student's meal account balances current so its food service program can remain financially viable.
- B. Students allowed to charge a meal to their meal account under the terms described above will receive a regular reimbursable meal as opposed to an alternate meal.
- C. This Section does not apply to students who have qualified for free meals under the NSBP and NSLP, as such students are not required to pay for reimbursable meals at the School.

IV. Alternate Meals

- A. The School currently does not provide alternate meals.

V. Notifications Regarding Balances; Collection Efforts

- A. The School will notify parents or guardians of low meal account balances on a monthly basis by email, mail, and/or telephone.
- B. The School will notify parents or guardians of negative meal account balances. When a student's meal account has a negative balance, the School will notify the student's parent or guardian of the negative account balance by email, mail, and/or telephone and request payment on the account be made as soon as possible.
- C. When a student's meal account reaches a negative balance and the parent has not responded to notifications described above or made efforts to make the account current, the School will may turn the account over to collections.
- D. The School may contact parents or guardians of students with delinquent meal accounts to inquire if the household might be eligible for free or reduced-price meal benefits under NSBP and NSLP.
- E. The School's front office staff or food service personnel are generally responsible for managing meal account balances and balance notifications and can be reached at 801-878-8622 for questions or concerns related to such matters.

- F. The School's front office staff or food service personnel are generally responsible for managing the School's collection efforts and can be reached at 801-878-8622 for questions or concerns related to such matters.
- G. The School will maintain documentation of the balance notifications and collection efforts described above, as this may be requested as part of federal or state audits.

VI. Communication of Procedures

- A. Prior to or at the beginning of each school year, and upon a student transferring to the School during the school year, the School will provide to the parent or guardian of each student a written copy of these procedures through the registration process. Hard copies will also be provided at back to school night and will be available in the front office.
- B. In order to ensure that these procedures are applied consistently and correctly, the School will also annually provide a copy of these procedures to all School personnel who are responsible for or involved in:
 - (i) Collecting payment for meals at the time of meal service;
 - (ii) Notifying parents or guardians of low or negative meal account balances;
 - (iii) Collection efforts for delinquent meal accounts;
 - (iv) Distributing these procedures and the information described in Section II; and
 - (v) Enforcing any aspect of these procedures.
- C. The School will post these procedures on its website and may also choose to provide additional copies to parents or guardians of students whose meal accounts reach a negative balance.
- D. The School will maintain documentation of the communication methods described above, as this may be requested as part of federal or state audits.
- E. Students, parents, and the School community were involved in developing these communication procedures.

VII. Review of Procedures

- A. The School will review these procedures annually and revise them as it deems necessary.

Notice of Nondiscrimination

Advantage Arts Academy (the “School”) does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, citizenship status, or genetic information in its programs and activities as required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, and Title II of the Americans with Disabilities Act of 1990. The School also provides equal access to the Boy Scouts and other designated youth groups in accordance with the Boy Scouts of America Equal Access Act. The following person at the School has been designated to handle inquiries regarding the School’s non-discrimination policies:

Lisa Evans, Director
6171 W. 11800 S.
Herriman, UT 84096
801-878-8622
levans@advantagearts.org

If an individual believes that he or she, or his or her child, has been discriminated against by the School, that individual may contact the U.S. Department of Education for Civil Rights (“OCR”). OCR is a federal agency responsible for enforcing federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education, including public schools. The contact information for OCR’s headquarters (in Washington, D.C.) and its Denver Office (the office that serves Utah) is as follows:

<p>U.S. Department of Education Office for Civil Rights Lyndon B. Johnson Department of Education Bldg 400 Maryland Avenue, SW Washington, DC 2020-1100 Telephone: 800-421-3481 Fax: 202-453-6012; TDD: 800-877-8339 Email: OCR@ed.gov</p>	<p>Denver Office Office for Civil Rights U.S. Department of Education Cesar E. Chavez Memorial Building 1244 Speer Boulevard, Suite 310 Denver, CO 80204-3582 Telephone: 303-844-5695 Fax: 303-844-4303; TDD: 800-877-8339 Email: OCR.Denver@ed.gov</p>
--	--

AAA Notice of Nondiscrimination
Last Updated: 8-1-20

Public Education Engagement and Exit Survey Procedures Administrative Procedures

Advantage Arts Academy (the “School”) recognizes the importance of understanding factors that influence public educator satisfaction and the reasons public educators choose to leave the School or public education in general. The School believes that collecting such information may help the School improve their educators’ morale, engagement, and job satisfaction, as well as help the School improve its recruitment and retention of educators.

The School shall abide by Utah Code § 53G-11-304 and Utah Administrative Code Rule R277-325 with respect to the administration of the Public Education Engagement Survey and the Public Education Exit Survey.

The purpose of these administrative procedures is to help the School comply with all requirements related to the surveys as set forth in the law.

Definitions

“Educator” for purposes of these administrative procedures means:

- (a) a general education classroom teacher;
- (b) a preschool teacher;
- (c) a special education teacher; or
- (d) a school based specialist.

“Public Education Engagement Survey” for purposes of these administrative procedures means the model Public Education Engagement Survey referenced in and available at R277-325-3(2)(a).

“Public Education Exit Survey” for purposes of these administrative procedures means the model Public Education Exit Survey referenced in and available at R277-325-3(2)(b).

Administering Surveys

Public Education Engagement Survey

The School shall request that its educators complete the Public Education Engagement Survey, at a minimum, every other year beginning in the 2019-20 school year. The School shall request that its educators complete the Public Education Engagement Survey in the opposite years from those in which it administers the school climate survey described in Rule R277-623 (for example, if the School administers the school climate survey in the 2020-21 school year, the School should request that its educators complete the Public Education Engagement survey in the 2019-20 school year).

Public Education Exit Survey

The School shall request that an educator leaving the School complete the Public Education Exit Survey at the time of the educator's separation from employment with the School.

Survey Providers

The School shall use a USBE-approved online provider or a provider approved by the LEA to administer the Public Education Engagement Survey and Public Education Exit Survey. If the School administers the Public Education Engagement Survey or the Public Education Exit Survey through a provider other than a USBE-approved online provider, the School shall provide the data from the surveys to the State Superintendent by June 30 annually in a manner prescribed by the State Superintendent.

Survey Questions

The School may add additional questions to the model Public Education Engagement Survey or Public Education Exit Survey when it administers such surveys to its educators, but any additional questions:

- (a) must allow each educator to remain anonymous;
- (b) must not request the educator's CACTUS ID number; and
- (c) may ask each educator to voluntarily identify the educator's school.

Survey Results

Only the School's Director, Board of Directors, and appropriate personnel specifically authorized by the Director may have access to results of the Public Education Engagement and Exit Surveys.

The Director shall implement whatever protective measures are necessary to prevent the identification of educators who complete the surveys, including but not limited to:

- (a) instructing educators to not share personally identifiable information in their survey responses; and
- (b) redacting any personally identifiable information that educators inadvertently (or intentionally) include in survey responses before giving access to the survey results to authorized individuals identified in the paragraph above.

Religion & Education Administrative Procedures

Procedures for Implementation

1. At least once a year, the Director will review with teachers, the School community council (SCC) members, and staff, the School’s Religion and Education Policy (the “Policy”), the associated procedures, and related statutes and regulations. This review will stress the Board’s expectation that School personnel will recognize, protect, and accommodate religious freedom and individual rights of conscience in the operation of the School, while fostering mutual understanding and respect for all individuals and beliefs.
2. The Board encourages teachers and employees at the School to discuss, equitably and with civility, and, if possible, resolve with students, parents, and guardians, any concerns regarding curricular content, activities, or student participation.
3. Students, parents, and legal guardians will be notified annually of their rights under the Policy, state law, and state administrative rules. The notice will contain at least the following information:
 - a. A copy of the Policy, rules, and related statutes and regulations regarding religion in the curriculum will be available upon request in the school office;
 - b. A secondary school student, or parent or legal guardian of any student, may make a complaint to the Director that a portion of the curriculum, a School activity, or the conduct of a School employee violates state or federal law insofar as it “promotes or disparages a particular religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint.” See Utah Code § 53A-13-101.1(4);
 - c. A secondary school student, or parent or legal guardian of any student, may make a request to the Director for a waiver of participation in any portion of the curriculum or a School activity, which the student, parent, or legal guardian believes is an infringement of the student’s right of conscience or the exercise of religious freedom in any of the following ways:
 - i. It requires the affirmation or denial of a religious belief or practice, or right of conscience.
 - ii. It requires participation in a practice forbidden by a religious belief or practice, or right of conscience.
 - iii. It bars participation in a practice required by a religious belief or practice, or right of conscience.

d. Pursuant to Utah Administrative Rules (R277-105-5.B), a claimed infringement must rise to a level of belief that the requested conduct violates a superior duty which is more than personal preference in order to, justifying waiver of participation.

4. The Director will discuss annually with the SCC any requests for accommodation, or complaints about religion in the curriculum, made within the last year in order to determine how the School can more effectively recognize, protect, and accommodate religious freedom and individual rights of conscience in the operation of the School. In discussing these matters with the SCC, the Director will take care to protect the privacy rights of those who made complaints or requests. The Director will also submit the written record of each complaint received and any decisions made regarding such complaints to the Board President.

Requests for Waiver of Participation

In general, and within the bounds of law, such requests by secondary students, or parents or legal guardians of any students, to be excused or refrain from participating in activities, discussions, and assignments they feel would violate their rights of conscience or religious freedom will be granted routinely and without penalty.

Any student, parent, or legal guardian who desires a waiver of participation or substitution of another activity as provided in Utah Administrative Rules (R277-105-5) will put that request in writing and direct it to the Director.

Once a student, parent, or legal guardian has requested a waiver of participation, the student will not be compelled to participate in any curriculum or activity pending resolution of the request, unless the Director has determined that requiring the participation of that particular student in that particular activity is the least restrictive means necessary to achieve a specifically identified educational objective in furtherance of a compelling governmental interest. (R277-105-5.F)

The Director, student, the student's parent or legal guardian, and the teacher or employee responsible for the program in question will meet to discuss the request. The Director will arrive at a decision, swiftly and in a manner consistent with state law, whether to waive participation, alter the curriculum or activity, substitute another activity, or require the student's participation. The Director will encourage the student and student's parent or guardian to suggest a reasonable alternative. In making a decision, the Director will give proper consideration to any suggestions made by the student and the student's parent or guardian.

The Director will keep a written record of every request for a waiver of participation or substitution of activity based on religious freedom or right of conscience and any decisions made regarding each request.

Complaints Alleging Violation of Law

If a complaint is made by a minor student, the Director will give written notice to the student's parent or legal guardian by letter addressed to the parent or legal guardian's last known address.

The Director, student, the student's parent or legal guardian, and the teacher or employee responsible for the program in question will meet to discuss the complaint, and the Director will arrive at a decision, consistent with state and federal law, whether to alter the curriculum or activity, substitute another activity, or deny that the curriculum or activity is in violation of law. The Director will give a written decision as soon as practical under the circumstances.

The Director will keep a written record of every complaint and any decisions made regarding each complaint.

The Board President will personally, or by a committee of his or her choosing, evaluate the curriculum or activity in question. If the Board President is concerned that any curriculum or activity may violate state or federal law, he or she may determine whether the educational objectives could be achieved by less restrictive means and may request that the Director alter or substitute another curriculum or activity.

Appeals Process

A student, parent, or legal guardian who is dissatisfied with the Director's decision regarding either requests for waiver of participation or complaints about curricula and activities perceived to be in violation of law, may appeal that decision within ten (10) days to the Board President.

The Board President will review the complaint of the student, parent, or legal guardian and the decision of the Director and may modify the Director's decision.

At the sole discretion of the Board President, a committee of his or her choosing may be formed to review the complaint and the decision of the Director. If the Board President decides to form a committee to consider the appeal, the student and student's parent or guardian will be notified.

The Board President will keep a written record of every appeal and any decisions made regarding each appeal.

The decision of the Board President will be final.

AAA Religion & Education
Administrative Procedures
Last Update: 8-1-20

Safety Administrative Procedures

The Director will ensure that a safety committee is established that is comprised of the Director, a front office employee, a teacher, and at least one parent selected by the Director. These committee members may add others to the committee as they see fit. For instance, the committee may wish to include police officers, firefighters, or paramedics or other individuals with safety expertise that may benefit the School. The committee will meet periodically and as needed to discuss matters related to the safety of the School for students, employees, and visitors, including but not limited to the School's emergency response plan, building access procedures, School procedures for things such as carpooling and parking lot safety, School activities, the condition of the School's building(s) and equipment, the causes of recent student and employee accidents, the existence of conditions in and around the School that could pose a safety risk. The committee may make recommendations regarding feasible ways to reduce any risks identified.

The Director will ensure that the School building and equipment are inspected at least annually in order to identify any potentially unsafe conditions. The School will maintain a written record of the inspections and corrective actions for any unsafe conditions that were identified.

All accidents that result or that may be expected to result in any injury and/or require any medical treatment will be documented.

Any incidents that may result in claims against the School or the School's insurance must be promptly reported to the Director. The Director will report such incidents to the School's insurance carrier as necessary.

Any property damage incidents such as vandalism, theft, or break in will be reported to the police.

AAA Safety
Administrative Procedures
Last Update: 8-1-20

Safety Program Procedure

The School takes seriously its responsibility to protect the health and safety of students and staff. The School will therefore employ the following procedure in order to continually identify and take action to address, manage, and mitigate potential risks.

Steps of the Risk Management Process

The School will apply the following steps in connection with its risk management process:

1. Identify potential risk.
2. Analyze the identified risks.
3. Select the most suitable technique for eliminating or reducing identified risks.
4. Implement the selected techniques.
5. Monitor the effectiveness of the technique and modify them as needed.

Areas of Potential Risk

The School recognizes that the primary areas of potential risk include:

- Premises risks
 - Slip, trip and fall risks (including but not limited to snow and ice)
 - Cleanliness of the facility
 - Security of the facility
 - Clear doorways
 - Playground safety and maintenance
 - Other facility maintenance
 - Monitoring and replacement of detectors and alarms
 - Rental of facility
 - Parking lot, student pick-up and drop-off
- Student safety
 - Allowed activities
 - Proper supervision
 - Proper discipline
 - Orderly processes
 - Abuse awareness, prevention, and reporting
 - Criminal background checks of employees and volunteers as required by law
 - Regular emergency drills/training

Risk Management Committee

The Principal will assemble a risk management committee. The committee will meet periodically and as needed. The committee will employ the steps of the risk management process identified above to identify and analyze risks, select techniques for reducing risks, and monitor the effectiveness of actions taken. The committee may make recommendations to the School's Board of Directors if a proposed mitigating measure requires Board action.

Sex Education Instruction Administrative Procedures

These administrative procedures are established pursuant to the Sex Education Instruction Policy adopted by the School's Board of Directors. If the School elects to provide sex education instruction, maturation education, or other similar instructional programs at the School, then the School will follow these administrative procedures.

In accordance with state law, all sex education instruction or instructional programs will comply with the requirements of Utah Code § 53G-10-402 through -403 and Utah Admin Code R277-474. Specifically, the School will:

- teach sexual abstinence before marriage and fidelity after marriage as methods for preventing certain communicable diseases;
- teach personal skills that encourage individual choice of abstinence and fidelity; and
- obtain prior parental consent before any sex education instruction, maturation education, or other instructional program.

The Director will establish a curriculum materials review committee composed of parents, school employees, and others selected by the Director. If possible, the committee will also include health professionals and school health educators. The committee will have at least as many parents as school employees. The School's Board of Directors will review and approve the membership of the committee on or before August 1 each year.

The curriculum materials review committee will meet on a regular basis, as determined by the members of the committee, select officers for the committee and designate a committee chair, and comply with the Open and Public Meetings Act. The committee will review and make recommendations to the School's Board of Directors regarding instructional materials to be used by the School in connection with sex education instruction or a maturation education program. Program materials and guest speakers supporting instruction on these topics must also be reviewed and approved by the curriculum materials review committee.

Instructional materials used by the School in connection with sex education instruction or a maturation education program must be approved by the School's Board of Directors. These materials will comply with the requirements of applicable law and will be available for parents to review for a reasonable period of time prior to consideration for adoption by the Board of Directors.

The following topics may not be taught in the School:

- The intricacies of intercourse, sexual stimulation or erotic behavior;
- The advocacy or encouragement of the use of contraceptive methods or devices (however, instruction that includes information about contraceptive methods or devices

that stress effectiveness, limitations, risks, and information on state law applicable to minors obtaining contraceptive methods or devices is allowed); or

- The advocacy of premarital or extramarital sexual activity.

The School will comply with the Utah Family Educational Rights and Privacy Act, Utah Code § 53E-9-202 through -203 and obtain parental consent prior to any sex education instruction, maturation education, or other instructional program. At no time will a student be in the classroom during any sex education instruction, maturation education, or other instructional program unless an approval form signed by the student's parent/guardian is on file. The parental notification form will:

- explain a parent's right to review proposed curriculum materials in a timely manner;
- request the parent's permission to instruct the parent's student in identified course material related to sex education or maturation education;
- allow the parent to exempt the parent's student from attendance for a class period where identified course material related to sex education instruction or maturation education is presented and discussed;
- be specific enough to give parents fair notice of topics to be covered;
- include a brief explanation of the topics and materials to be presented and provide a time, place and contact person for review of the identified curricular materials;
- be retained on file with affirmative parental consent for each student prior to the student's participation in discussion of issues protected under Section 53G-10-402; and
- be maintained at the School for a reasonable period of time.

Instructors may not intentionally elicit comments or questions about matters subject to parental consent requirements. Additionally, instructors' responses to questions spontaneously raised by students must be brief, factual, objective and in harmony with content requirements of this policy and state law. Responses must also be age appropriate and limited in scope to that reasonably necessary under the circumstances.

The School will ensure that all educators with any responsibility for any aspect of sex education instruction will receive appropriate professional development outlining the sex education curriculum and the criteria for sex education instruction. The School will ensure that educators receive this professional development at least once every three years. Additionally, the School will ensure that such educators are familiar with requirements of the Utah Family Educational Rights and Privacy Act.

AAA Sex Education Instruction
Administrative Procedures
Last Updated: 8-1-20

Snow & Ice Removal Administrative Procedures

Advantage Arts Academy (the “School”) contracts with a company for snow removal services on a yearly basis. The service agreement extends to cover all expected months of snowfall. When snowfall accumulations are expected to reach or exceed two inches, the removal company is responsible for clearing all walks, parking areas, entrances and exits, and hardscape playground areas. In addition to pushing snow, salt and/or ice melt is distributed throughout the parking lot and on all walkways. The contracted company is instructed to schedule the School’s snow removal as close as possible to the times of arrival and departure of students and staff as these times are the heaviest for pedestrian traffic. During winter break, the snow removal company is responsible for clearing snow and distributing salt and ice melt.

When accumulations are less than two inches, shovels, other snow removal equipment and ice melt are stored at the School. The Director or designated employee(s) monitor the conditions of the School’s sidewalks and walkways, is responsible to remove the snow from walkways and distribute ice melt on walks. If snow melts and results in ice patches, it is the Director’s decision as to how to proceed. The Director may call the contracted company for additional salt and ice melt, or more commonly, may distribute or direct an employee to distribute ice melt on walkways. Effort is made to address ice patches and snow prior to student and staff arrival and throughout the day to minimize slipping hazards.

AAA Snow & Ice Removal
Administrative Procedures
Last Updated: 8-1-2020

Student Data Collection Notice

Advantage Arts Academy (the “School”) collects student data for two main purposes: to comply with law and to improve students’ educational experience. Student data enables the School to participate in education programs and to qualify for education funds. Student data also helps the School to better plan and personalize classroom instruction, increase student and teacher performance, and make informed decisions.

Student data collected by the School includes data defined as necessary student data, optional student data, and personally identifiable student data (PII) in Utah Code § 53E-9-301. The School collects student data primarily through registration, but it also collects additional student data during the school year. The necessary, optional, and PII data collected by the School is listed in its Data Governance Plan, which is published on the School’s website. The School does not collect student social security numbers or, except as required in Utah Code § 78A-6-112, criminal records.

The School strives to not share PII unless the sharing is in accordance with Utah’s student privacy and data protection laws and the Family Educational Rights and Privacy Act (“FERPA”). Except as allowed by law, the School will not share PII externally without written consent. Some examples of where the School is allowed by law to share PII without written consent include sharing such data with an authorized caseworker or other representative of the Department of Human Services, in response to a valid subpoena, or to persons or entities qualifying as school officials under FERPA.

The School takes many measures to protect student data. Student data stored digitally is stored on computers and systems that are secured, maintained, and supported by qualified IT service providers. Confidential PII in print form is stored in secured, locked areas in the School.

A student’s rights under Utah Code § 53E-9-301 through 310 include:

- Each student owns his or her PII. A student and his or her parent must be allowed to access such student data maintained by the School;
- A student’s parent or guardian, or an adult student, has the right to be notified by the School if a significant data breach occurs at the School;
- A prior student or parent of a prior student is entitled to have the prior student’s student data that is stored by the School expunged in accordance with State Board of Education rules; and
- A student is entitled to receive a student data collection notice from the School prior to the School collecting necessary or optional student data of the student.

The collection, use, and sharing of student data has both benefits and risks. Parents and students should learn about these benefits and risks and make choices regarding student data accordingly.

Student Conduct & Discipline Plan

Advantage Arts Academy's (the "School") goal is to create a safe, civil and productive learning environment. All School staff will work together to establish positive school and classroom cultures where teaching and learning are emphasized.

The School intends for its student conduct practices to:

- Build an effective, positive school environment
- Enhance school climate and safety
- Prevent problem behaviors
- Teach and reinforce appropriate behaviors
- Increase instructional time and academic performance
- Create meaningful and durable behavior and lifestyle outcomes for students

Three Step Process

The School employs the following process when dealing with student behavior issues:

- Step 1 – Identify the Problem
 - ✓ ABCs of Behavior:
 - Antecedents
 - ★ Identify the event or stimulus (trigger) that occurs before the behavior.
 - These increase the likelihood that problem behavior will occur.
 - Identification helps inform prevention strategies.
 - Behavior
 - ★ Identify the observable, measurable action.
 - Identification of antecedents helps determine new skills to teach as replacement behavior.
 - Consequences
 - ★ Identify the event or response that immediately follows the behavior.
 - ★ Both current consequences and alternative consequences.
 - Identify which consequences reinforce the behavior.
 - Determine the function of the behavior.
 - Identification helps inform alternative, appropriate reinforcers of new skills and desired behavior.
 - ✓ Understand:
 - What problem behaviors are occurring most often?
 - When and where are the problem behaviors occurring?
 - Who is involved?
- Step 2 – Analysis: Why are problem behaviors occurring?
 - ✓ Function of Behavior – Develop a hypothesis for why the behavior is occurring.

- Get/Obtain or Escape/Avoid
 - ★ Attention – peer or adult
 - ★ Tangible – object, task, activity
 - ★ Sensory stimulation
 - Hypothesis: When (antecedent) occurs, student engages in (behavior). As a result, student is able to (function).
- Step 3 – Develop a Plan: Match interventions to function
 - ✓ Prevention: Alter the environment (systems changes)
 - ✓ Teach: New skills (replacement behaviors)
 - ✓ Reward: Demonstration of appropriate behaviors (new skills)
- Step 4 – Evaluation: Response to Intervention

Principles of Behavior

Behavior is defined as follows:

- Anything an individual says or does
 - ✓ Behavior is observable.
- Occurs as a response to one’s environment
 - ✓ There are antecedents to behavior.
- Serves a function or purpose
 - ✓ There is a “why” that contributes to the behavior.
- Results in a desired outcome
 - ✓ There are consequences or reinforcers that contribute to the behavior.
- Predictable
- Learned
 - ✓ It is possible to teach replacement behaviors.
- Can be changed
 - ✓ It is possible to change behavior and produce different outcomes.

The School’s approach to student behavior is informed by the following principles:

- Behavior is learned, it can be changed, and new behavior can be taught.
- Consequences strengthen or weaken behavior.
- Behavior is strengthened, weakened, and/or maintained through modeling.
- Behavior tends to be repeated due to the consequences (outcomes) that follow the behavior.
- Behavior is weakened by withholding consequences that maintain it.

Role of Adult Behavior

The School recognizes that:

- Changes in student behavior require effective environments.
- Creating effective environments first requires changing the behavior of the adults in the environment.

- Changing adult behavior requires effective support systems.

Student Behavior Expectations

Students are expected to contribute to a safe learning environment by behaving respectfully and safely and reporting harmful or dangerous situations to an adult. Students should:

- Know and follow all school rules and instructions given by school staff.
- Show respect and courtesy to all students, staff and school visitors. This includes respecting property of others.

Guidelines for Success

The School recognizes that setting and communicating School-wide expectations is an important step in establishing an effective behavior system. The guidelines for success communicate what it takes to be successful in the School. Accordingly, all students, staff and school visitors are expected to demonstrate the following:

- Be Respectful
 - ✓ Treat others the way you wish to be treated
 - ✓ Take care of private and public property
 - ✓ Solve problems peacefully
 - ✓ Respect the right of others to be different from you
 - ✓ Respect the right of other to think differently than you
- Be Responsible
 - ✓ Take ownership for your actions
 - ✓ Be on time and ready to learn
 - ✓ Follow classroom and school rules
 - ✓ Do/Produce your own work
 - ✓ Be a learner
- Be Safe
 - ✓ Behave in ways that make the school a positive place
 - ✓ Report bullying, harassment or unsafe incidents
 - ✓ Refuse to spread rumors or gossip
 - ✓ Find trusted adults who can mentor and support you

The School's Guidelines for Success are aligned with specific behavioral expectations in each area of the School as follows:

These expectations are most likely to be met when the specific behaviors expected from students are clearly defined, taught to all, shaped over time, and responded to in ways that encourage students to learn and grow. The School recognizes that this requires proactive systems, practices and policies that support the development of positive behavior in every student.

When these expectations are not met, prompt and appropriate interventions will be implemented to first restore order and safety in the classroom or school environment with the ultimate goal of assisting students to make appropriate behavioral choices.

School and Classroom Management

School personnel will provide continuous, positive, and active supervision and monitoring of student behavior.

Understanding student misconduct as an opportunity for learning is fundamental to the School's positive and progressive approach to discipline. The School utilizes progressive responses to misconduct in the form of incremental intervention strategies and discipline to address inappropriate behavior with the ultimate goal of teaching positive behavior. In the context of this Plan, intervention strategies are actions that provide opportunities for instruction, assessment and restoration. Discipline responses are actions that are typically viewed as consequences or punishment. With this approach, students have the space to make mistakes, learn from them and receive support to make changes in their behavior.

Every reasonable effort should be made to correct student misbehavior using intervention strategies and the least severe discipline responses possible, reserving more significant discipline, such as suspension and expulsion, for the most serious situations that warrant removal from the school environment. When staff and administration use discipline to respond to student misbehavior, it is expected that the discipline response will be paired with one or more intervention strategies to provide a balanced approach to supporting behavior change in students.

All intervention strategies and discipline should be selected and implemented to help students learn from their mistakes and be supported to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Take responsibility for their actions
- Learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior reoccurs

Because inappropriate behavior may be symptomatic of underlying problems that students are experiencing, it is critical that all staff be sensitive to issues that may influence student behavior and respond in a progressive manner that is most supportive of student needs.

Classroom Rules and Consequences

Each teacher should establish classroom rules consistent with the following guidelines:

- Phrased in the form of a positive statement.
 - ✓ Positive rules explain what students should be doing. Negatively stated rules simply tell students what to avoid and challenge students to find inappropriate behaviors that fall outside the scope of the rule.

- Stated clearly
 - ✓ Students should be able to understand the behavioral expectation without the need for extensive explanation.
- Few in number (typically 3-5)
 - ✓ Each rule appears more important when there are fewer of them. Fewer rules are easier for students to remember and for teachers to enforce. Having just a few rules avoid the sense that the teacher is trying to control a student's every movement.

An important aspect of the structure that makes rules work is providing clear consequences for a student's actions up front. Helping students realize the cause and effect relationship of their behavior, and that they have the power to choose the resulting effect is an important way that School staff can help students develop self-discipline.

Effective consequences display the following characteristics:

- Gradual, progressing from less severe to more severe as misbehavior is repeated.
 - ✓ This sends the message that students have the potential to behave and simply need to understand and choose to follow the expectation. When they repeat the misbehavior, they choose the more severe consequences.
- Natural and/or logical.
 - ✓ Natural consequences follow from the event or situation, as students are allowed to experience the outcome of their poor behavior, highlighting the rationale of the rule. Logical consequences are structured learning opportunities arranged to teach appropriate behavior.
- Maintain the dignity of the student.
 - ✓ Consequences should be consistent from student to student, and delivery of consequences should always address the particular behavior in question, not the student and his or her behavioral history.

Effective Classroom Management

Foundational to supporting positive behavior in all students is the use of effective classroom management strategies. The goal of proactive and positive classroom management is to develop students who are responsible, motivated, and highly engaged in meaningful tasks. In many cases, effective classroom management practices will reduce the occurrence of behaviors that require intervention strategies and disciplinary responses.

Examples of effective classroom management strategies include but are not limited to developing and maintaining positive relationships with students, verbal redirection or correction, changing student seating, re-teaching behavior expectations, speaking privately with students about misbehavior, using nonjudgmental language, reinforcing positive student behavior and listening to students' perspectives about situations that result in misbehavior. When typical classroom management strategies are insufficient to address student misbehavior, intervention strategies are essential to supporting students to make meaningful, sustainable changes in their behavior. Given

certain circumstances, some misbehaviors warrant the use of disciplinary responses in addition to intervention strategies.

Intervention Strategies

Intervention strategies are actions that provide opportunities for instruction, assessment and restoration. Examples of intervention strategies to be used in the School include but are not limited to:

- Behavior Contracts
 - ✓ Behavior Contracts create agreements between the student and staff about behavior expectations and how the student will be supported to meet the expectations. Monitoring of the contract can include student self-charting of behavior, staff feedback about progress after each class period, etc. and include reinforcers for success and consequences for continuing problems.
- Functional Behavior Assessment/Behavior Intervention Plans
 - ✓ Behavior Intervention Plans are developed based on an assessment of the function of the student's behavior. The assessment results are used to develop a plan for consistent instruction and intervention to support behavior change.
- Social Skills
 - ✓ Social Skills Groups provide direct instruction for students on areas of needed growth. Examples include anger management, social skills, conflict resolution and self-advocacy.
- Conflict Resolution
 - ✓ Students are supported and empowered to take responsibility for peacefully resolving conflicts. Students are taught skills including anger management, active listening and effective communication.

Disciplinary Responses

Disciplinary responses are actions that are typically viewed as consequences or punishment. Examples of disciplinary responses that may be used in the School include but are not limited to:

- Loss of classroom privileges
 - ✓ Students lose opportunities in the classroom such as participating in free time activities, etc.
- Alternate Setting
 - ✓ Students are assigned to an alternate location during recess, lunch or after school.
- In-school suspension
 - ✓ Students are removed from the classroom environment and assigned to work in a designated space within the School for up to one day.
- Out of school suspension
 - ✓ Students are removed from the School environment for a designated number of days based on the severity of the infraction and other mitigating and escalating factors. Out of school suspensions will be followed by a restorative re-

engagement conference to involve the student, parent and appropriate School staff.

- Expulsion
 - ✓ Students are removed from the School environment following the process established in the Student Conduct and Discipline Policy.

Behavior Response

School staff and administrators will make decisions about how to respond to student misbehavior. It is critical that the following factors be considered prior to determining the appropriate intervention strategy or disciplinary response:

- The student's age, maturity and understanding of the impact of their behavior
- The student's willingness to repair the harm cause by the behavior
- The student's disciplinary record including the nature of prior misconduct, the number of prior instances of misconduct, the interventions and consequences applied, etc.)
- The nature, severity and scope of the behavior
- The circumstances and context in which the misconduct occurred
- The student's IEP, BIP or 504 Plan, if applicable

The School uses four (4) levels of possible response to inappropriate and disruptive behavior (response levels). Each behavior is assigned to one or more response level. School staff are expected to use only the response levels identified for each behavior. If the inappropriate or disruptive behavior is assigned to two (2) or more response levels, the lowest level should be used first. For example, if a student engages in cheating, School staff should first use intervention strategies and responses in Response Level 1 before moving to Response Level 2.

Progressive responses are confined to the current school year. At the beginning of each new year, every student begins with a clean slate and responses to inappropriate and disruptive behavior should be the lowest, assigned response level for a first occurrence of the behavior within the school year.

Escalating Factors

During the course of a school year, a student's first violation of a given behavior violation will usually merit a response of a lesser degree than subsequent violations, taking into account all factors related to the severity of the current violation. However, in instances where student conduct significantly impacts the property, health and/or safety of others or causes significant disruption to the learning environment, a more severe form of response may be warranted even if it is a first offense.

There are 3 factors that are considered to escalate the disciplinary response from the response level at which it would typically be addressed to a higher response level. These factors are:

1. Conduct that Causes a Serious Physical Injury – Serious physical injury is a bodily harm that results in one or more of the following:
 - a. substantial risk of death;
 - b. permanent deformity or defect;
 - c. coma;
 - d. permanent or extended condition that causes extreme pain;
 - e. permanent or protracted loss or impairment of the function of any body part; or
 - f. results in admission to a hospital.

Serious physical injury includes, but is not limited to, fractured or broken bones (including the nose), concussions and cuts and/or wounds requiring stitches. Serious physical injury does not include black eyes, welts, abrasions or bruises.

In all cases where a student's conduct results in the serious physical injury of another person, regardless of level of conduct, the conduct will be handled at Response Level 4.

2. Conduct that Results in a Loss of Instructional Time – A student whose conduct results in a significant loss of instructional time for one or more students will be subject to the disciplinary consequences under the next, higher response level (i.e. a Response Level 2 behavior will be subject to Response Level 3 consequences).

A significant loss of instructional time results when the combined amount of loss instructional time for all affected students equals 110 or more hours.

3. Conduct that Results in Significant Property Damage or Loss – A student whose conduct results in significant property damage or loss will be subject to the disciplinary consequences under the next higher response level (i.e. a Response Level 2 behavior will be subject to Response Level 3 consequences). Significant property damage or loss results when the damaged or lost property has a value of more than \$1,000.00. The value of the damaged property is determined by the lesser of the repair or replacement cost.
4. Repeated Acts of Misconduct – If, during the course of the school year, a student engages in five or more distinct acts of misconduct at a single response level (i.e. the separate Response Level 1 behaviors), the fifth incident of misconduct will be subject to the disciplinary consequences under the next, higher response level (i.e. Response Level 2 consequences). However, multiple Response Level 3 violations will not result in Response Level 4 consequences.

Suspension (Response Level 3 and Response Level 4)

Response Level 3 conduct will typically result in a student being suspended from school for 1 to 3 days unless prohibited by the IDEA and/or state law. Response Level 4 conduct typically requires the student be suspended from school unless prohibited by the IDEA and/or state law.

Suspension and expulsion will take place as provided in the School's Student Discipline and Conduct Policy.

Expulsion (Response Level 4 Conduct)

Response Level 4 conduct typically results in a student being recommended for expulsion from school. Expulsion will take place as provided in the School's Student Discipline and Conduct Policy.

Adequate Adult Supervision

In order to help ensure that behavior expectations are consistently monitored and enforced, the School will ensure that adequate adult supervision is maintained in classrooms, on the playground, in the cafeteria, other areas of the School building, during field trips, and during other school-sponsored activities.

Effective Instructional Practices for Teaching Student Expectations

The School will implement a curriculum using a variety of teaching strategies to establish expectations and instruct students regarding self-discipline, citizenship, civic skills, and social skills.

School staff will begin communicating and teaching behavior expectations as well as self-discipline, citizenship, civic skills, and social skills on the first day of each school year. The School will develop a calendar/schedule for teaching behavior during the first two weeks of school and throughout the year. The School will develop a procedure for teaching behavior expectations to new students when they enroll in the School. School staff will continue reminding, re-teaching, and recognizing expected behavior throughout the school year. Data will be used to determine when specific behavior issues need to be addressed at an individual, class, or School-wide level throughout the year.

School-wide instruction and reinforcement of behavioral expectations will take place through:

- Distribution of the student handbook and rules.
- Orientation assemblies at the beginning of the year.
- Expectations posted throughout the School.
- Daily announcements and newsletters include reminders.
- All personnel model desired behavior.

School and classroom procedures will be taught through the method of:

- Teach the procedure by explaining it clearly.
- Model the procedure by showing students how the procedure is done.
- Practice the procedure together and make necessary adjustments immediately.
- Review the procedure and provide feedback daily.

- Praise and give extra encouragement to those who need it.
- Conduct periodic reviews of procedures and revise them as needed.

Social and academic teaching will be integrated within and across the curriculum. Expected behaviors will be taught through the process of:

- Using multiple examples, both positive and negative
- Teaching in settings where the behavior is expected to happen
- Providing frequent positive practice with useful corrections
- Acknowledging and reinforcing expected behavior
- Teaching it the same way academic content is taught

Behavior expectations in classrooms, hallways, cafeteria, restrooms, and playground will be communicated to students by explaining what such behavior looks like and sounds like.

The School will emphasize instruction in the following social skills:

- Accepting “No” for an answer without arguing
 - ✓ This means that when a student asks an adult for something and that person says “No,” the student should accept the answer without arguing or getting upset.
- Following directions
 - ✓ This means that when an adult gives a student a request, the student acknowledges the request and does it within a short period of time.
- Not interrupting
 - ✓ This happens when a student wants to tell an adult something or ask for something from an adult who is engaged or busy. Instead of interrupting, the student waits quietly until the adult is not busy and then speaks to the adult.
- Making requests of adults
 - ✓ This means asking for something or for help in a polite and friendly voice.
- Thanking adults
 - ✓ This means that when an adult says or does something for a student that makes them feel good or helps them, the student says “Thank you” to the adult.

Systematic Reinforcement of Expected Behaviors

The School will provide regular, frequent, and positive acknowledgements and reinforcement for student displays of academic and social behavior success. Staff members will make concerted efforts to ensure that every student receives positive interactions with adults and will seek to spend more time acknowledging and promoting appropriate behavior than responding to irresponsible behavior.

All staff members will recognize students that they witness demonstrating behavior that satisfies specific behavior expectations by providing students with recognition tickets. Students who accumulate a designated number of recognition tickets will receive Gold Star Flyer status.

Staff members will also recognize appropriate student behavior by providing “Mad Props” statements to students and actively and regularly offer immediate and specific praise by congratulating students for demonstrating behavior that satisfies specific expectations.

Uniform Methods for Correction of Student Behavior

As discussed above, the School recognizes that behavior usually happens for and is maintained by the desire for one or more of the following:

- Obtain or avoid something tangible, including an activity or task
- Obtain or avoid teacher or peer attention
- Obtain or avoid physiological, mental or sensory stimulation of some kind

In order to effectively reinforce desired behavior, the School will:

- Clarify specific behaviors being targeted
- Focus on the presence of responsible behaviors versus the absence of irresponsible behaviors
- Reinforce both improvement and mastery of desired behaviors
- Provide reinforcement that is meaningful
- Provide opportunities for all students
- Increase the ratios of positive to negative interactions with students

In order to improve behavior, the School recognizes that staff members can manipulate five variables:

- Structure and organize school settings to promote desirable behavior.
- Teach students how to behave responsibly in all school settings.
- Observe and properly supervise student behavior.
- Interact positively with students.
- Correct irresponsible behavior calmly, consistently, and immediately in the setting in which the behavior occurred.

Annual Data-Based Evaluations of Efficiency and Effectiveness

Staff members will document on the designated form behavior incidences that rise to inappropriate levels for data gathering purposes. Documentation will be submitted to parents and the teacher will maintain a copy.

Behavior data will be analyzed by the Student Success Team (comprised of teachers and staff) on a monthly basis. The results will be shared with the all staff members and will be used to plan adjustments and areas of emphasis in addressing behavior issues.

Staff members will be asked annually to respond to a survey with the following questions:

- Do students feel safe in (classrooms, halls, restrooms, cafeteria, playground)?

- Are students taught how to behave responsibly in (classrooms, halls, restrooms, cafeteria, playground)?
- Do students treat other students respectfully in (classrooms, halls, restrooms, cafeteria, playground)?
- Do students treat staff respectfully in (classrooms, halls, restrooms, cafeteria, playground)?
- Do staff treat students respectfully in (classrooms, halls, restrooms, cafeteria, playground)?
- What behaviors in this area make students/staff feel unsafe or disrespected?
- What can students/staff do in this area to make others feel safe and respected?

The results of these surveys will be analyzed by the Student Success Team. The results will be shared with the all staff members and will be used to plan adjustments and areas of emphasis in addressing behavior issues.

When misbehavior approaches unacceptable levels in School-wide activities and/or common areas, staff members will consider:

- Are behavior expectations clear?
- Are expectations being taught and re-taught as necessary?
- Is the area/activity structured appropriately for success?
- Is supervision and monitoring adequate, consistent, and not based on emotions?

Staff Development Program and Training of Appropriate School Personnel

The School expects all staff members to model the same positive social behaviors and values that are expected of students.

The School will ensure that staff members receive training, as needed, in:

- crisis intervention training and emergency safety intervention consistent with evidence-based practice
- development of student behavior expectations
- effective instructional practices for teaching and reinforcing behavior expectations
- effective intervention strategies
- effective strategies for evaluation of the efficiency and effectiveness of interventions

Policies Relating to the Use and Abuse of Alcohol and Controlled Substances By Students

As provided in the Student Conduct and Discipline Policy, the use, control, possession, distribution, sale, or arranging for the sale of alcohol or an illegal drug or controlled substance is ground for suspension or expulsion.

Procedures Related to Bullying Activities (including bullying, cyber-bullying, hazing, retaliation, abusive conduct)

The School begins with the premise that all students should have access to supports to prevent the development and occurrence of problem behavior, including bullying behavior (including bullying, cyber-bullying, hazing, retaliation, and abusive conduct). In order to avoid stigmatizing students, school staff will emphasize what a student does and where it occurs. Therefore, instead of labeling a student as a bully or victim, the emphasis will be on labeling the behavior, such as name-calling, teasing, intimidation, verbal aggression, etc. Bullying behavior will always be described in connection with the context in which it occurs, such as cyberspace, hallway, field trips, or some other specific setting.

The School recognizes that successful prevention of bullying is linked directly to teaching both adults and students (a) what bullying looks like, (b) what to do before and when bullying behavior is observed, (c) how to teach others what to do, and (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior.

As with other behavior that does not meet established expectations, the School takes a multi-tiered approach to preventing bullying and other disruptive behavior.

At Tier 1, all students and staff are taught directly and formally about how to behave in safe, respectful, and responsible ways across all school settings. The emphasis is on teaching and encouraging positive social skills and character traits. Effective Tier 1 prevention strategies are intended to support most students and then to identify when more intensive and specialized (Tier 2 and 3) is required. The strategy is not to simply increase the severity and number of punishing consequences for bullying behavior.

At Tier 2, students whose behaviors do not respond to Tier 1 supports are provided additional preventive strategies that involve (a) more targeted social skills instruction, (b) increased adult monitoring and positive attention, (c) specific and regular daily feedback on their behavioral progress, and (d) additional academic supports, if necessary.

At Tier 3, students whose behaviors do not respond to Tier 1 and 2 supports are provided intensive preventive strategies that involve (a) highly individualized academic and/or behavioral intervention planning; (b) more comprehensive, person-centered and function-based wraparound processes; and (c) school-family-community mental health supports.

Notice to Employees

The administration will distribute this Plan to employees by e-mail at the beginning of each school year and to each new employee upon hire.

Gang Prevention and Intervention

School employees will be aware of potential gang activities, as defined in the Student Conduct and Discipline Policy, and such activities will be subject to discipline as set forth in that policy.

Reports Received Through the School Safety and Crisis Line

The School may receive a report through the School Safety and Crisis Line established under Utah Code § 53A-11-1503(3), regarding (i) unsafe, violent, or criminal activities, or the threat of such activities at or near a public school; (ii) incidents of bullying, cyber-bullying, harassment, or hazing; and (iii) incidents of physical or sexual abuse committed by a school employee or school volunteer; or involving situations where there is a need for crisis intervention, including suicide prevention, to individuals experiencing emotional distress or psychiatric crisis. In the event the School receives such a report, it will take necessary action (including contacting appropriate parties – e.g., parents, police, DCFS, Davis Behavioral Health, etc.) as soon as reasonably practical.

Protections for Students with a Disability

Nothing in this Plan diminishes any student rights as under or in connection with the Individual with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act, or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law and shall not be removed from the learning environment except as such actions are undertaken in accordance with applicable legal requirements.

AAA Student Conduct & Discipline Plan
Last Updated: 8-1-20

Student Data Disclosure Statement

Advantage Arts Academy (the “School”) collects student data for two main purposes: to comply with state or federal law and to improve students’ educational experience. Student data enables the School to participate in state and federal education programs and to qualify for state and federal education funds. Student data also helps the School to better plan and personalize classroom instruction, increase student and teacher performance, and make informed decisions.

Student data collected by the School includes data defined as “necessary student data” and “optional student data” in Utah Code Ann. § 53A-1-1402(17)-(18). The School collects student data primarily through registration, but it also collects additional student data during the school year. The necessary and optional student data collected by the School is listed in the School’s Data Governance Plan, which is (or will soon be) available on the School’s website. The School does not collect a student’s social security number or, except as required in Utah Code Ann. § 78A-6-112, criminal record.

The School strives to not share a student’s personally identifiable student data unless the sharing is in accordance with the Utah Student Data Protection Act, Utah Family Educational Rights and Privacy Act, and the federal Family Educational Rights and Privacy Act. Except as allowed by law, the School will not share, externally, personally identifiable student data from a cumulative record without a data authorization. Examples of where the law allows the School to share personally identifiable student data without a data authorization include sharing such data with a school official, an authorized caseworker or other representative of the Department of Human Services, or a person to whom the School has outsourced certain services or functions that School employees would typically perform. Student data collected by the School and shared with outside parties is set forth in the School’s Metadata Dictionary, which is (or will soon be) available on the School’s website.

The School takes many measures to protect its student data. Student data stored digitally by the School is stored on computers and systems that are secured, maintained, and supported by qualified IT service providers. Confidential personally identifiable student data in print form is stored in secured, locked areas in the School.

A student’s rights under Utah’s Student Data Protection Act include:

- Each student owns his or her personally identifiable student data and may download, export, transfer, save, or maintain their student data, including a document;
- A student’s parent or guardian, or an adult student, has the right to be notified by the School if there is a release of the student’s personally identifiable student data due to a security breach;
- Except where otherwise provided by law, a student is entitled to have his or her student data expunged by the School if the student is at least 23 years old and requests that the School expunge his or her student data; and
- A student is entitled to receive a student data disclosure statement from the School.

The collection, use, and sharing of student data has both benefits and risks. Parents and students should learn about these benefits and risks and make choices regarding student data accordingly.

AAA Student Data Disclosure Statement
Last Updated: 8-1-20

Student Injury Reporting Administrative Procedures

All student injuries, including but not limited to cuts, abrasions, bruises, and sprains, occurring at school or during school-sponsored activities must be reported to the office on a Student Injury Report Form by the individual with the most firsthand knowledge of the incident. Depending on the nature of the injury, the student's teacher, the Director, or a member of the office staff will notify the student's parent(s) of the injury. Unless the severity of the injury requires emergency medical assistance for the student, school personnel will consult with the student's parent(s) regarding medical treatment for the injury.

AAA Student Injury Reporting
Administrative Procedures
Last Updated: 8-1-20

Volunteer Administrative Procedures

“Volunteer” means any person who donates service without pay or other compensation except expenses actually and reasonably incurred as approved by the School.

School volunteers are an important part of the educational team and can make a significant difference in the lives of students. The School’s volunteer program can provide a rich resource of community members who can assist faculty and staff in diverse ways.

Responsibilities and Expectations

Volunteers shall perform volunteer services under the supervision of an assigned school employee and shall have the approval of the Director to perform such volunteer services.

Volunteers are expected to follow the direction of the school employee to whom they have been assigned and to conform to all applicable laws, rules, and policies.

In the course of volunteering for the School, volunteers may be asked to deal with confidential information. The School expects that volunteers shall keep such information in the strictest confidence.

In accordance with School policy regarding Religion and Education, volunteers must maintain strict neutrality regarding religion while performing volunteer services for the School.

Failure to follow the direction of a supervisor or to follow applicable laws, rules and policies may preclude the volunteer from continuing to serve the School. Serving as a volunteer in the educational setting is not an entitlement, and the School is not required to utilize volunteer services. The opportunity to volunteer may be denied or terminated by the Director for any reason or no reason, including but not limited to situations where services are no longer needed or where the presence of the volunteer may be disruptive to the educational environment.

Appointing and Managing Volunteers

The School will adhere to the following guidelines in the selection and management of volunteers.

1. Assess the needs, special qualifications and requirements for any positions for which volunteers are being considered in order to determine whether it will be appropriate to have volunteers in those positions.
2. Develop basic job descriptions for individual jobs or classes of jobs to be performed by volunteers. Just as with paid employees, all volunteers should be covered by written job descriptions. Ask questions such as the following and reflect those details in the written job description:

- a. Will the volunteer be alone with students?
 - b. How closely will the volunteer be supervised?
 - c. Will the volunteer operate his/her own vehicle while performing School business?
 - d. Will the volunteer have access to money or other valuable equipment?
 - e. Will the volunteer supervise other volunteers or staff?
 - f. Will the volunteer be involved in any activities that require special qualifications?
3. Based on the foregoing analysis, develop a process to ensure that qualified individuals are selected to fill volunteer positions.
 4. Make sure that volunteers are aware of the policies and procedures that apply to their activities so that they know what may and may not be done. Have volunteers sign to verify that they have received the applicable policies and procedures.
 5. Assign a staff member as the supervisor and primary contact person for each volunteer.
 6. Before placing volunteers in any job, ensure that both they and their supervisor are properly trained in the rules that govern the activities and the functions of the job the volunteer will be performing. Make sure the volunteer and the supervisor understand the job description for the position. Document the training that was provided.
 7. Create an individual file for each volunteer as appropriate to keep track of hours spent and activities performed.
 8. Evaluate the volunteer's performance and provide volunteers with feedback regarding their performance. Document the evaluation and feedback provided.
 9. Correct improper volunteer behavior and discipline volunteers as appropriate. Document such actions.
 10. Volunteers engaged to provide ongoing services to the School must sign an Agreement for Voluntary Services.

Background Checks

Pursuant to Utah Code § 53A-1a-512.5(1), volunteers who will be given significant unsupervised access to a student in connection with the volunteer's assignment (including but not limited to transporting students in a vehicle) must receive a criminal background check as a condition for appointment to that position.

Volunteers must be given written notice that the background check has been requested.

The School may only consider convictions that are job-related in deciding whether to appoint a volunteer.

The School will pay the cost of the background check.

The volunteer must be given the opportunity to respond to any information received through the background check. The School's administration will consider such information prior to deciding whether to appoint or retain the volunteer.

Immunity from Liability and Workers' Compensation

Under Utah state law, volunteers performing volunteer services under the general supervision of a school employee are immune from liability with respect to any decisions or actions, other than in connection with the operation of a motor vehicle, taken during the course of those services, unless it is established that such decisions or actions were grossly negligent, not made in good faith, or were made maliciously.

An approved volunteer is considered a government employee for purposes of receiving workers' compensation medical benefits, which shall be the exclusive remedy for all injuries and occupational diseases as provided by law.

AAA Volunteer
Administrative Procedures
Last Updated: 8-1-20