

FAST FORWARD CHARTER HIGH SCHOOL  
BOARD OF TRUSTEES MEETING AGENDA

September 2, 2021

<b>ITEM</b>	<b>ACTION</b>	<b>WHO</b>
1. Welcome and Roll Call	No	Dr. Rich West, Board President
2. FY21 Financial Review	Yes	Ryan Marchant, Business Manager
3. Annual Audit Update	No	Ryan Marchant, Business Manager
4. FFCHS Policy Updates	Yes	Jill Lowe, Principal
5. Principal's Report	No	Jill Lowe, Principal

Link to Board Meeting Recording: <https://youtu.be/Z0E6yVzuByA>

FAST FORWARD CHARTER HIGH SCHOOL  
BOARD OF TRUSTEES MEETING MINUTES

September 2, 2021

ITEM	ACTION	WHO
1. Welcome and Roll Call	No	Dr. Rich West, Board President
2. FY21 Financial Review	Yes No	Ryan Marchant, Business Manager
3. Annual Audit Update	No	Ryan Marchant, Business Manager
4. FFCHS Policy Updates	Yes	Jill Lowe, Principal
5. Principal's Report	No	Jill Lowe, Principal

1. Welcome and Roll Call: Dr. Rich West welcomed all those in attendance to the board meeting and called roll.
  - a. Board Attendance:
    - i. Rich West, Board President
    - ii. Kim Penman
    - iii. Teresa Olsen
    - iv. Lynn Hobbs
    - v. Frank Stewart, Excused
  - b. Staff Attendance:
    - i. Jill Lowe, Principal
    - ii. Ryan Marchant, Business Manager
    - iii. Alex Garrett, Vice Principal
2. FY21 Financial Review (Final)
  - a. Ryan Marchant discussed the FY21 Financial Review (Final) with the board. Board members discussed the new governmental accounting method that all charter schools are not required to use (GASB). Lynn Hobbs and Ryan explained new details that will be present when the annual audit report comes out before November. Ryan informed the board that this line item did not require action, so the agenda was amended.
3. Annual Audit Update
  - a. Ryan Marchant told the board the Fast Forward did not receive any negative marks during the annual financial audit that occurred throughout the month of August.

4. FFCHS Policy Update

a. Jill Lowe introduced the new policies that were to be approved. The board members were able to review the policies prior to the board meeting and were instructed to bring questions or concerns about any of the policies for approval. Rich West asked if the policies were in line with the policies from other local schools/districts as well as the policies already established at Fast Forward. Alex Garrett responded to the question by stating that they were in line and pointed out several policies are unique to Fast Forward (FF.05, FF.15, and FF.16). All policies discussed and approved in this board meeting can be found [here](#) or [here](#).

i. Motion to Approve: Lynn Hobbs

ii. Motion Seconded: Teresa Olsen

iii. Passed Unanimously

5. Principal's Report

a. Jill Lowe introduced Fast Forward's new Social Worker, who was not in attendance, to the board by giving them a brief overview of his qualifications and professional career. Jill then discussed Fast Forward's PCBL initiative. All teachers are currently creating PCBL projects for students to gain/re-gain credit through showing competency on the standards of the specific courses.

The board motioned to close the meeting.

Meeting adjourned.

# Fast Forward Budget to Actual Report

July 20 – June 21

FY21

## Revenues

---

- Revenues for July 20 – June 21 FY21 were more than our approved budget. Total actual revenues were \$2,705,407 vs budget amount of \$2,603,957 for an excess of \$101,449.
- Included in total revenue, were restricted Sped revenues of \$212,100 of which we have a separate SPED budget that allocated those funds directly to support for SPED students. See attached SPED financials. These are 1205 and IDEA
- CAPSA grant has reimbursed FFCHS \$63,588 for expenses accrued this year.
- For FY21 FFCHS received \$1,104,427 and \$643,062 in Regular school K-12 and charter school local replacement. These are the two largest funding line items in our budget.
- CTE funding has totaled \$107,589. We have used these funds to pay for both equipment and salaries for our CTE program. We also use the CTE comp counseling portion of \$20,000 to pay for our counselor.
- School Trust land funds of \$41,337 have all been expended as per our approved plan.
- National School Lunch funding YTD is \$30,632. These funds go to pay for our approved lunch program.

## Expenses

---

- Total expenses for July 20 – June 21 FY21 were \$2,634,054 vs budgeted expenses of \$2,599,844 consequently, net income was \$71,353 vs budget of \$4,113. Variance of \$67,239.
- FY21 YTD we spent approx. 90% of our final approved \$2,946,305 budget and are approx. 100% through the school year.
- 10.100---YTD FY21 salaries for instruction were \$953,233 vs budget of \$936,631. Overage due to the onetime Covid 19 Stipend.
- 10.200---YTD FY21 employee benefits are \$505,831 vs budget of \$455,015 this increase, as discussed in prior months this was mostly due to health insurance premiums and additional employees with higher wages.
- Most all other wages and benefits were in line with our approved budget.
- 21.100 Salaries Counselor. CAPSA counselor included in the expense line item.
- 24.100 Salaries for Principal and Secretary in FY21 were \$112,138 vs budget of \$117,901

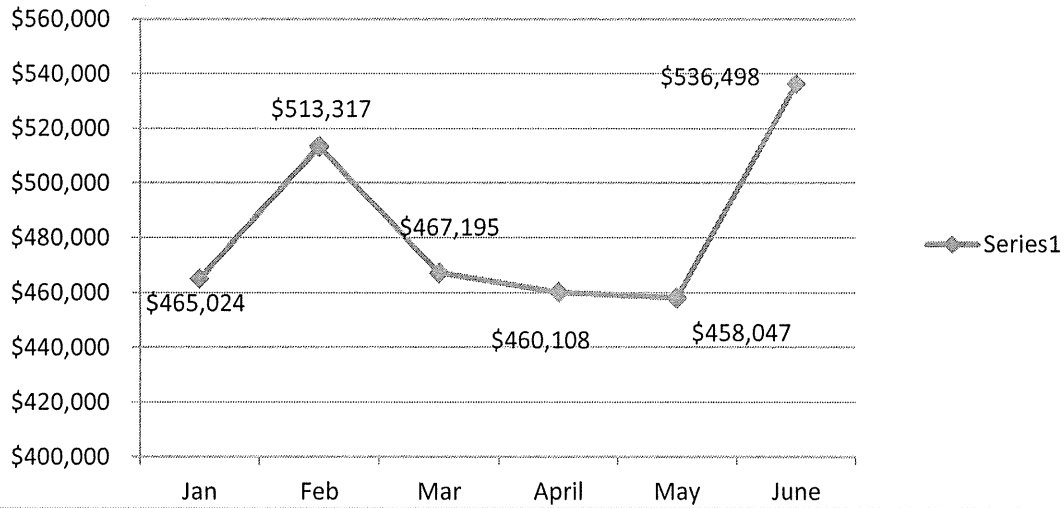
- 26.600---Utilities. \$38,658 vs budget of \$37,005. This is in line with our budget and about even with what we spent in FY20
- 26.700---Property and Equipment we put new flooring in our gym for approx. \$18,391. We also purchased Apple computers. FFCHS also picked up additional chrome books for the increased enrollment and apple computers for our CTE program.
- 50.840---\$57,201 in FY21 we paid off this amount in building principal.
- Our Current mortgage balance is \$2,077,211. Since 2007 FFCHS Has paid off \$1,049,789 in facility principal.

## Balance Sheet Items

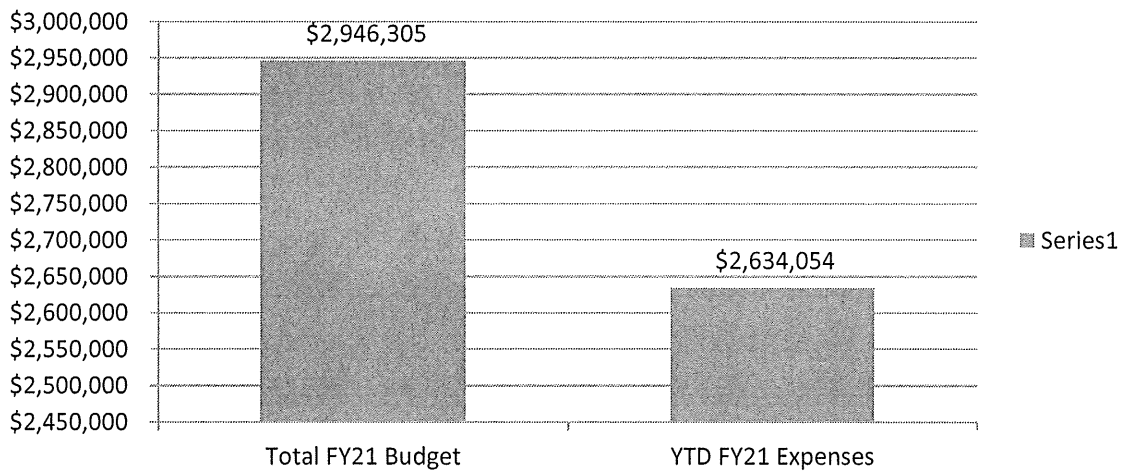
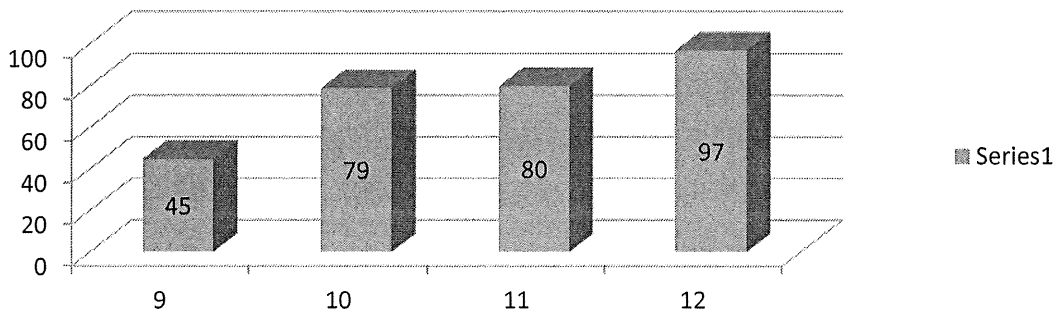
---

- Cash at the end of June was \$536,498 cash at the end of May was \$458,047
- 9524--- \$12,854 EHHS ins. payable. This is the liability to EHHS for FFCHS portion of Ryan Marchant. FFCHS is currently paying Ryan Marchant's health insurance and this cost is being offset against the liability to EHHS.
- 2100---\$39,937 Payroll Liabilities. These are paid on a monthly basis as accrued. We pay the State Withholding on a qtrly basis.

### Cash Balances



**October 1st Count FY19 234**  
**October 1st Count FY20 260**  
**October 1st count FY21 251**  
**09-02-2021 Count 301**



**Fast Forward Charter High School**  
**Profit & Loss Budget vs. Actual**  
 July 2020 through June 2021

	Jul '20 - Jun...	Budget	\$ Over Bud...	% of Budget
<b>Income</b>				
1000 · Revenue from Local Sources				
1300 · Tuition				
1310 · Student Fees	6,843.76	5,618.00	1,225.76	121.8%
1311 · Year Book	599.64	915.73	-316.09	65.5%
1312 · Student Fees Lunch	225.73	1,504.50	-1,278.77	15.0%
1300 · Tuition - Other	0.00	230.00	-230.00	0.0%
<b>Total 1300 · Tuition</b>	<b>7,669.13</b>	<b>8,268.23</b>	<b>-599.10</b>	<b>92.8%</b>
1700 · Student Activities				
1750 · Revenue from Enterprising Act.				
1751 · Dance / Activity Receipts	0.00	0.00	0.00	0.0%
1750 · Revenue from Enterprising Act. - Other	0.00	0.00	0.00	0.0%
<b>Total 1750 · Revenue from Enterprising Act.</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
1700 · Student Activities - Other	0.00	0.00	0.00	0.0%
<b>Total 1700 · Student Activities</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
1900 · Other Rev. from Local Sources				
CAPSA	63,588.70	65,095.48	-1,506.78	97.7%
1920 · Contributions / Donations	202.13	166.44	35.69	121.4%
1950 · Revenue from School Districts	70.00			
1990 · Miscellaneous	200.00			
<b>Total 1900 · Other Rev. from Local Sources</b>	<b>64,060.83</b>	<b>65,261.92</b>	<b>-1,201.09</b>	<b>98.2%</b>
1000 · Revenue from Local Sources - Other	0.00	0.00	0.00	0.0%
<b>Total 1000 · Revenue from Local Sources</b>	<b>71,729.96</b>	<b>73,530.15</b>	<b>-1,800.19</b>	<b>97.6%</b>
1610 · Lunch Sales to Students	2,315.00	0.00	2,315.00	100.0%
3000 · Revenue from State Sources				
3005 · Regular Basic Program				
3010 · Regular School Prog. K-12	1,104,427.49	1,120,934.06	-16,506.57	98.5%
3020 · Professional Staff	95,560.59	87,993.71	7,566.88	108.6%
<b>Total 3005 · Regular Basic Program</b>	<b>1,199,988.08</b>	<b>1,208,927.77</b>	<b>-8,939.69</b>	<b>99.3%</b>
3200 · Restricted Basic Program				
Charter School Admin	0.00	0.00	0.00	0.0%
Charter School Funding Base	40,000.00	40,000.00	0.00	100.0%
Charter School Local Replacemen	643,062.00	635,756.31	7,305.69	101.1%
Educator Covid 19 Stipend	50,065.59			
Flexible Allocation	0.00	0.00	0.00	0.0%
<b>Total 3200 · Restricted Basic Program</b>	<b>733,127.59</b>	<b>675,756.31</b>	<b>57,371.28</b>	<b>108.5%</b>
3800 · Non-Msp State Revenue				
General Financial Literacy	829.07	0.00	829.07	100.0%
State Liquor Tax	8,190.31	6,332.83	1,857.48	129.3%
Suicide Prevention	1,066.34			
3800 · Non-Msp State Revenue - Other	0.00	0.00	0.00	0.0%
<b>Total 3800 · Non-Msp State Revenue</b>	<b>10,085.72</b>	<b>6,332.83</b>	<b>3,752.89</b>	<b>159.3%</b>
<b>Total 3000 · Revenue from State Sources</b>	<b>1,943,201.39</b>	<b>1,891,016.91</b>	<b>52,184.48</b>	<b>102.8%</b>
3100 · RESTRICTED REVENUE				
CTE	107,589.00	103,326.00	4,263.00	104.1%
CTE - Skill Cert.	2,409.00	2,337.00	72.00	103.1%
CTE - Tech Student Org.	489.00	1,015.00	-526.00	48.2%
CTE Comp. Counseling	20,000.00	20,000.00	0.00	100.0%
SPED - Add On	203,680.64	200,046.90	3,633.74	101.8%
SPED - Ext. Year	3,657.31	2,738.80	918.51	133.5%
SPED - Impact Aide	4,763.55	5,096.08	-332.53	93.5%
<b>Total 3100 · RESTRICTED REVENUE</b>	<b>342,588.50</b>	<b>334,559.78</b>	<b>8,028.72</b>	<b>102.4%</b>

## Fast Forward Charter High School Profit & Loss Budget vs. Actual July 2020 through June 2021

	Jul '20 - Jun...	Budget	\$ Over Bud...	% of Budget
<b>3300 · SPECIAL POPULATIONS</b>				
Accelerated Students	0.00	0.00	0.00	0.0%
At-Risk Students	38,945.17	35,722.26	3,222.91	109.0%
Concurrent Enrollment	2,389.13	3,298.05	-908.92	72.4%
<b>Total 3300 · SPECIAL POPULATIONS</b>	41,334.30	39,020.31	2,313.99	105.9%
<b>3400 · RESTRICTED REV. STATE PROGRAMS</b>				
Educator Salary Adjustment	108,329.60	108,156.17	173.43	100.2%
Teacher Materials and Supplies	3,310.26	2,347.00	963.26	141.0%
TSSP	5,867.48	8,172.27	-2,304.79	71.8%
<b>Total 3400 · RESTRICTED REV. STATE PROGRAMS</b>	117,507.34	118,675.44	-1,168.10	99.0%
<b>3500 · Minimum School Programs</b>				
Library Books and Supplies	412.63	449.85	-37.22	91.7%
School Land Trust Program	41,337.00	41,337.00	0.00	100.0%
TSSP	0.00	0.00	0.00	0.0%
<b>Total 3500 · Minimum School Programs</b>	41,749.63	41,786.85	-37.22	99.9%
<b>4000 · Reveunues from Federal Sources</b>				
<b>4500 · Restricted Fed. Through State</b>				
20CDOH High School Testing	10,851.83			
20ESSER Funds	37,841.34			
4524 · Federal IDEA	19,431.79	25,000.00	-5,568.21	77.7%
4560 · National School Lunch Program	30,632.60	33,731.27	-3,098.67	90.8%
4571 · School Lunch Programs	0.00	0.00	0.00	0.0%
4574 · School Breakfast	0.00	0.00	0.00	0.0%
<b>Total 4500 · Restricted Fed. Through State</b>	98,757.56	58,731.27	40,026.29	168.2%
<b>Total 4000 · Reveunues from Federal Sources</b>	98,757.56	58,731.27	40,026.29	168.2%
<b>4800 · Improving Teacher Quality Title</b>	0.00	0.00	0.00	0.0%
<b>4801 · 4801 Federal Title 1</b>	46,223.61	46,637.25	-413.64	99.1%
<b>Total Income</b>	2,705,407.29	2,603,957.96	101,449.33	103.9%
<b>Gross Profit</b>	2,705,407.29	2,603,957.96	101,449.33	103.9%
<b>Expense</b>				
<b>10 · Instruction</b>				
<b>10.100 · Salaries</b>				
10.101 · Salaries F.T. Teachers	842,316.77	827,653.51	14,663.26	101.8%
10.102 · Salaries P.T. Teachers	18,987.10	20,197.76	-1,210.66	94.0%
10.103 · Wage - Substitute	4,198.75	6,915.00	-2,716.25	60.7%
10.104 · A+ Stipend	6,396.00	3,666.00	2,730.00	174.5%
10.106 · Math Para	21,624.63	16,950.00	4,674.63	127.6%
10.110 · Legislative Increase	50,609.96	47,833.30	2,776.66	105.8%
10.111 · Legislative Bonus	9,100.00	13,416.00	-4,316.00	67.8%
10.112 · Teacher Salary Supplement SB 2	0.00	0.00	0.00	0.0%
<b>Total 10.100 · Salaries</b>	953,233.21	936,631.57	16,601.64	101.8%
<b>10.200 · Employee Benefits</b>				
10.230 · Retirement Contributions	215,861.70	213,694.79	2,166.91	101.0%
10.240 · Group Insurance - Health Ins	184,887.40	180,000.00	4,887.40	102.7%
10.280 · Health Benefits	28,915.69	0.00	28,915.69	100.0%
10.281 · Dental Insurance	-2,668.80	-1,574.80	-1,094.00	169.5%
10.282 · Vision Insurance	-719.60	-555.60	-164.00	129.5%
10.285 · S. S., Medicare & SUTA	79,555.59	63,450.84	16,104.75	125.4%
<b>Total 10.200 · Employee Benefits</b>	505,831.98	455,015.23	50,816.75	111.2%



## Fast Forward Charter High School Profit & Loss Budget vs. Actual July 2020 through June 2021

	Jul '20 - Jun...	Budget	\$ Over Bud...	% of Budget
<b>10.300 · Purchases and Prof. Services</b>				
10.301 · Workmans Comp Ins.	765.00	3,869.00	-3,104.00	19.8%
10.330 · Professional Employee Training	3,870.88	3,783.54	87.34	102.3%
10.339 · William D Bickmore Scholarship	0.00	0.00	0.00	0.0%
10.300 · Purchases and Prof. Services - Other	185.00	1,302.85	-1,117.85	14.2%
<b>Total 10.300 · Purchases and Prof. Services</b>	4,820.88	8,955.39	-4,134.51	53.8%
<b>10.400 · Purchased Prop. Services</b>				
10.443 · Copier Rental	7,051.16	6,958.53	92.63	101.3%
10.444 · Yearbook	2,143.64	2,018.75	124.89	106.2%
10.445 · Graduation Expenses	10,147.27	8,933.13	1,214.14	113.6%
10.400 · Purchased Prop. Services - Other	100.00	100.00	0.00	100.0%
<b>Total 10.400 · Purchased Prop. Services</b>	19,442.07	18,010.41	1,431.66	107.9%
<b>10.500 · Other Purchased Services</b>	1,700.00			
<b>10.600 · Supplies</b>				
10.601 · Supplies Paper, Misc Supplies	42,196.28	47,269.03	-5,072.75	89.3%
10.602 · Teachers Supply Reimb.	5,481.84	5,931.51	-449.67	92.4%
10.640 · Text Books & Periodicals	907.51	1,804.00	-896.49	50.3%
10.650 · Supplies - Technology Related	47,808.80	36,976.05	10,832.75	129.3%
10.651 · Lunch Fund	50.00	2,074.26	-2,024.26	2.4%
10.653 · Music Equipt	1,469.22	3,907.48	-2,438.26	37.6%
10.600 · Supplies - Other	19,742.06	11,513.06	8,229.00	171.5%
<b>Total 10.600 · Supplies</b>	117,655.71	109,475.39	8,180.32	107.5%
<b>10.700 · Property</b>				
10.733 · Furniture & Fixtures	570.07	0.00	570.07	100.0%
10.734 · Dell Computers	17,889.20	20,000.00	-2,110.80	89.4%
<b>Total 10.700 · Property</b>	18,459.27	20,000.00	-1,540.73	92.3%
<b>Total 10 · Instruction</b>	1,621,143.12	1,548,087.99	73,055.13	104.7%
<b>21 · Support Services Students</b>				
<b>21.100 · Salaries - Counselor, Spec.ed</b>				
21.102 · Resource Officers	13,910.00	13,535.00	375.00	102.8%
21.103 · Spec Ed Stipend	400.00			
21.110 · Legislative Increase	8,400.00	8,750.00	-350.00	96.0%
21.100 · Salaries - Counselor, Spec.ed - Other	152,010.48	159,186.82	-7,176.34	95.5%
<b>Total 21.100 · Salaries - Counselor, Spec.ed</b>	174,720.48	181,471.82	-6,751.34	96.3%
<b>21.200 · Employee Benefits</b>				
21.230 · Retirement Contributions	38,106.88	40,935.30	-2,828.42	93.1%
21.280 · Health Benefits	2.50	23,536.00	-23,533.50	0.0%
21.281 · Dental Insurance	0.00	-21.00	21.00	0.0%
21.282 · Vision Insurance	0.00	45.40	-45.40	0.0%
21.285 · S.S.. Medicare & SUTA	8,630.28	7,647.00	983.28	112.9%
<b>Total 21.200 · Employee Benefits</b>	46,739.66	72,142.70	-25,403.04	64.8%
<b>21.300 · Purchased Professional Services</b>				
21.301 · Resource Officers	240.00	300.00	-60.00	80.0%
21.330 · Professional Employee Training	400.00	1,926.18	-1,526.18	20.8%
21.331 · Sped-Ed Testing	772.50	772.50	0.00	100.0%
21.337 · Student Activities	913.50	505.58	407.92	180.7%
21.300 · Purchased Professional Services - Other	50.00			
<b>Total 21.300 · Purchased Professional Services</b>	2,376.00	3,504.26	-1,128.26	67.8%
<b>21.500 · Other Purchased Services</b>				
21.540 · Advertising	7,000.00	7,000.00	0.00	100.0%
<b>Total 21.500 · Other Purchased Services</b>	7,000.00	7,000.00	0.00	100.0%

**Fast Forward Charter High School**  
**Profit & Loss Budget vs. Actual**  
**July 2020 through June 2021**

	Jul '20 - Jun...	Budget	\$ Over Bud...	% of Budget
21 · Support Services Students - Other	3,020.00	3,330.00	-310.00	90.7%
<b>Total 21 · Support Services Students</b>	<b>233,856.14</b>	<b>267,448.78</b>	<b>-33,592.64</b>	<b>87.4%</b>
<b>23 · Administration</b>				
23.100 · Salaries Exe. Director/Fin Mgr.	145,499.04	142,827.67	2,671.37	101.9%
23.200 · Employee Benefits				
23.230 · Retirement Contributions	12,476.65	11,672.57	804.08	106.9%
23.280 · Health Benefits	0.00	3,142.72	-3,142.72	0.0%
23.281 · Dental Insurance	0.00	-409.28	409.28	0.0%
23.285 · S.S., Medicare & SUTA	10,068.00	9,590.33	477.67	105.0%
<b>Total 23.200 · Employee Benefits</b>	<b>22,544.65</b>	<b>23,996.34</b>	<b>-1,451.69</b>	<b>94.0%</b>
23.300 · Purchased Professional Services				
23.341 · Accountants	16,550.00	15,900.00	650.00	104.1%
23.343 · Legal Fees	473.00	498.00	-25.00	95.0%
23.345 · Bank Fees	17.50	762.13	-744.63	2.3%
23.346 · NAAS Accreditation Fees	1,200.00	1,200.00	0.00	100.0%
<b>Total 23.300 · Purchased Professional Services</b>	<b>18,240.50</b>	<b>18,360.13</b>	<b>-119.63</b>	<b>99.3%</b>
23.800 · Other Objects				
23.810 · Dues & Bank Fees	2.50	5.00	-2.50	50.0%
<b>Total 23.800 · Other Objects</b>	<b>2.50</b>	<b>5.00</b>	<b>-2.50</b>	<b>50.0%</b>
<b>Total 23 · Administration</b>	<b>186,286.69</b>	<b>185,189.14</b>	<b>1,097.55</b>	<b>100.6%</b>
<b>24 · School Administration</b>				
24.100 · Salaries Principal/Secretary	112,138.58	117,901.10	-5,762.52	95.1%
24.200 · Employee Benefits				
24.230 · Retirement Contributions	33,222.58	36,385.49	-3,162.91	91.3%
24.280 · Health Benefits	0.00	0.00	0.00	0.0%
24.281 · Dental Insurance	0.00	0.00	0.00	0.0%
24.282 · Vision Insurance	0.00	0.00	0.00	0.0%
24.285 · S.S., Medicare & SUTA	10,576.10	9,992.13	583.97	105.8%
<b>Total 24.200 · Employee Benefits</b>	<b>43,798.68</b>	<b>46,377.62</b>	<b>-2,578.94</b>	<b>94.4%</b>
24.300 · Purchased Professional Services				
24.330 · Professional Employee Training	560.00	1,715.00	-1,155.00	32.7%
24.340 · Staff training Lunches	210.54			
24.300 · Purchased Professional Services - Other	0.00	0.00	0.00	0.0%
<b>Total 24.300 · Purchased Professional Services</b>	<b>770.54</b>	<b>1,715.00</b>	<b>-944.46</b>	<b>44.9%</b>
24.500 · Other Purchased Services	50.00			
24.600 · Supplies				
24.601 · Postage	766.00	405.67	360.33	188.8%
24.610 · Office Supplies	0.00	877.75	-877.75	0.0%
<b>Total 24.600 · Supplies</b>	<b>766.00</b>	<b>1,283.42</b>	<b>-517.42</b>	<b>59.7%</b>
<b>Total 24 · School Administration</b>	<b>157,523.80</b>	<b>167,277.14</b>	<b>-9,753.34</b>	<b>94.2%</b>
<b>25 · Central</b>				
25.100 · Salaries	31,326.96	31,291.58	35.38	100.1%
25.200 · Employee Benefits				
25.230 · Retirement Contributions	6,707.09	5,337.03	1,370.06	125.7%
25.285 · S.S., Medicare & SUTA	1,977.00	2,321.03	-344.03	85.2%
<b>Total 25.200 · Employee Benefits</b>	<b>8,684.09</b>	<b>7,658.06</b>	<b>1,026.03</b>	<b>113.4%</b>

## Fast Forward Charter High School Profit & Loss Budget vs. Actual July 2020 through June 2021

	Jul '20 - Jun...	Budget	\$ Over Bud...	% of Budget
25.400 · Purchased Property Services				
25.443 · Rentals of Equipment	100.00			
<b>Total 25.400 · Purchased Property Services</b>	<b>100.00</b>			
25.500 · Other Purchased Services				
25.530 · Telephone Communications	5,784.32	6,217.33	-433.01	93.0%
25.500 · Other Purchased Services - Other	476.50	166.18	310.32	286.7%
<b>Total 25.500 · Other Purchased Services</b>	<b>6,260.82</b>	<b>6,383.51</b>	<b>-122.69</b>	<b>98.1%</b>
25.600 · Supplies				
25.650 · Technology Computer Supplies	2,653.38	500.00	2,153.38	530.7%
<b>Total 25.600 · Supplies</b>	<b>2,653.38</b>	<b>500.00</b>	<b>2,153.38</b>	<b>530.7%</b>
<b>Total 25 · Central</b>	<b>49,025.25</b>	<b>45,833.15</b>	<b>3,192.10</b>	<b>107.0%</b>
<b>26 · Facilities</b>				
26.100 · Salaries				
26.101 · Custodian Wages	30,150.00	32,736.50	-2,586.50	92.1%
26.130 · Wages / Salary Overtime	0.00	0.00	0.00	0.0%
<b>Total 26.100 · Salaries</b>	<b>30,150.00</b>	<b>32,736.50</b>	<b>-2,586.50</b>	<b>92.1%</b>
26.200 · Employee Benefits				
26.285 · S.S., Medicare & SUTA	0.00	2,428.21	-2,428.21	0.0%
<b>Total 26.200 · Employee Benefits</b>	<b>0.00</b>	<b>2,428.21</b>	<b>-2,428.21</b>	<b>0.0%</b>
26.300 · Purchased Professional Services	4,499.27	537.25	3,962.02	837.5%
26.400 · Purchased Property Services				
26.430 · Repairs, Yard Care, Snow Remova	19,740.74	23,180.69	-3,439.95	85.2%
26.432 · Fire Alarm Contract	4,137.00	3,466.00	671.00	119.4%
26.400 · Purchased Property Services - Other	2,800.00			
<b>Total 26.400 · Purchased Property Services</b>	<b>26,677.74</b>	<b>26,646.69</b>	<b>31.05</b>	<b>100.1%</b>
26.500 · Other Purchased Services				
26.520 · Building Insurance	8,253.55	10,198.82	-1,945.27	80.9%
<b>Total 26.500 · Other Purchased Services</b>	<b>8,253.55</b>	<b>10,198.82</b>	<b>-1,945.27</b>	<b>80.9%</b>
26.600 · Supplies				
26.601 · Custodial Cleaning Supplies	7,505.84	4,747.24	2,758.60	158.1%
26.621 · Utilities - Natural Gas	5,942.45	7,831.70	-1,889.25	75.9%
26.622 · Utilities - Electricity	25,044.15	24,426.75	617.40	102.5%
26.600 · Supplies - Other	166.32			
<b>Total 26.600 · Supplies</b>	<b>38,658.76</b>	<b>37,005.69</b>	<b>1,653.07</b>	<b>104.5%</b>
26.700 · Property				
26.723 · Building - Leasehold Improvemen	18,391.17	18,554.46	-163.29	99.1%
26.730 · Equipment	23,212.14	25,676.60	-2,464.46	90.4%
26.733 · Furniture & Fixtures	3,954.40	2,500.00	1,454.40	158.2%
26.734 · Technology - Related Hardware	23,265.10	20,609.65	2,655.45	112.9%
<b>Total 26.700 · Property</b>	<b>68,822.81</b>	<b>67,340.71</b>	<b>1,482.10</b>	<b>102.2%</b>
<b>Total 26 · Facilities</b>	<b>177,062.13</b>	<b>176,893.87</b>	<b>168.26</b>	<b>100.1%</b>
<b>27 · Student Transportation</b>				
27.600 · Supplies				
27.626 · Bus Fuel & Maintenance	1,458.69	2,820.77	-1,362.08	51.7%
<b>Total 27.600 · Supplies</b>	<b>1,458.69</b>	<b>2,820.77</b>	<b>-1,362.08</b>	<b>51.7%</b>
27 · Student Transportation - Other	204.56			
<b>Total 27 · Student Transportation</b>	<b>1,663.25</b>	<b>2,820.77</b>	<b>-1,157.52</b>	<b>59.0%</b>

## Fast Forward Charter High School Profit & Loss Budget vs. Actual July 2020 through June 2021

	Jul '20 - Jun...	Budget	\$ Over Bud...	% of Budget
<b>31 · Food Services</b>				
31.100 · Salaries	500.00			
31.191 · Salaries - Food Services	23,315.38	26,409.90	-3,094.52	88.3%
31.200 · Employee Benefits				
31.285 · S.S Medicare, SUTA	1,895.97	1,958.93	-62.96	96.8%
<b>Total 31.200 · Employee Benefits</b>	<b>1,895.97</b>	<b>1,958.93</b>	<b>-62.96</b>	<b>96.8%</b>
31.300 · Purchased Professional Services				
31.301 · Logan School District Cater	18,567.97	18,000.00	567.97	103.2%
<b>Total 31.300 · Purchased Professional Services</b>	<b>18,567.97</b>	<b>18,000.00</b>	<b>567.97</b>	<b>103.2%</b>
31.600 · Supplies	3,288.26			
31 · Food Services - Other	0.00	0.00	0.00	0.0%
<b>Total 31 · Food Services</b>	<b>47,567.58</b>	<b>46,368.83</b>	<b>1,198.75</b>	<b>102.6%</b>
<b>50 · Debt Service</b>				
50.830 · Interest on Mortgage	102,725.16	102,724.73	0.43	100.0%
50.840 · Principal Reduction - Mortgage	57,201.12	57,200.36	0.76	100.0%
<b>Total 50 · Debt Service</b>	<b>159,926.28</b>	<b>159,925.09</b>	<b>1.19</b>	<b>100.0%</b>
<b>65 · Payroll Expenses</b>				
65.100 · Federal Unemployment Expense	0.00	0.00	0.00	0.0%
65.200 · State Unemployment Expense	0.00	0.00	0.00	0.0%
65.300 · Medicare Company	0.00	0.00	0.00	0.0%
65.400 · Social Security Company	-0.03	0.00	-0.03	100.0%
65 · Payroll Expenses - Other	0.00	0.00	0.00	0.0%
<b>Total 65 · Payroll Expenses</b>	<b>-0.03</b>	<b>0.00</b>	<b>-0.03</b>	<b>100.0%</b>
<b>Total Expense</b>	<b>2,634,054.21</b>	<b>2,599,844.76</b>	<b>34,209.45</b>	<b>101.3%</b>
<b>Net Income</b>	<b>71,353.08</b>	<b>4,113.20</b>	<b>67,239.88</b>	<b>1,734.7%</b>

**Fast Forward Charter High School**  
**Balance Sheet**  
 As of June 30, 2021

	Jun 30, 21
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
8110 · Wells Fargo Checking	6.00
8118 · CVB Checking Account	536,498.87
<b>Total Checking/Savings</b>	536,504.87
<b>Other Current Assets</b>	
8116 · Petty Cash	225.00
8190 · Other Assets	
Sales Tax Rec.	2,110.87
US Bank Insurance Escrow	2,000.00
USOE Year end Rec.	115,180.10
<b>Total 8190 · Other Assets</b>	119,290.97
<b>Total Other Current Assets</b>	119,515.97
<b>Total Current Assets</b>	656,020.84
<b>TOTAL ASSETS</b>	<b>656,020.84</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
9510 · Accounts Payable	29,654.56
<b>Total Accounts Payable</b>	29,654.56
<b>Other Current Liabilities</b>	
2100 · Payroll Liabilities	
Federal Unemployment	4.00
Federal Withholding	7,324.00
Garnishment	700.00
HSA - Employee Contribution	782.50
Medicare Company	1,572.14
Medicare Employee	1,572.14
Social Security Company	6,722.42
Social Security Employee	6,722.42
State Unemployment	482.54
State Withholding	14,055.00
Utah Retirement Fund 18.76%	0.12
<b>Total 2100 · Payroll Liabilities</b>	39,937.28
9540 · Accrued Salaries & Withholdings	177,232.18
9541 · Accrued Health Benefits	10,042.00
9542 · EHHS Health Insurance Payable	12,854.70
<b>Total Other Current Liabilities</b>	240,066.16
<b>Total Current Liabilities</b>	269,720.72
<b>Total Liabilities</b>	269,720.72
<b>Equity</b>	
Opening Bal Equity	-240.08
3900 · Retained Earnings	344,245.12
3910 · Prior Ret. Earnings old FFCHS	224,785.85
3920 · Beg. Balance Equity old FFCHS	-253,843.85
Net Income	71,353.08
<b>Total Equity</b>	386,300.12
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>656,020.84</b>

**Fast Forward Charter High School**  
**Profit & Loss**  
 July 2020 through June 2021

*1205-SPED*

	Jul '20 - J...
<b>Income</b>	
3000 · Revenue from State Sources	
3005 · Regular Basic Program	
3010 · Regular School Prog. K-12	29,428.19
<b>Total 3005 · Regular Basic Program</b>	29,428.19
<b>Total 3000 · Revenue from State Sources</b>	29,428.19
3100 · RESTRICTED REVENUE	
SPED - Add On	203,680.64
<b>Total 3100 · RESTRICTED REVENUE</b>	203,680.64
<b>Total Income</b>	233,108.83
<b>Gross Profit</b>	233,108.83
<b>Expense</b>	
10 · Instruction	
10.100 · Salaries	
10.101 · Salaries F.T. Teachers	125,550.71
10.110 · Legislative Increase	1,750.00
10.111 · Legislative Bonus	700.00
<b>Total 10.100 · Salaries</b>	128,000.71
10.200 · Employee Benefits	
10.230 · Retirement Contributions	21,334.34
10.240 · Group Insurance - Health Ins	22,897.40
10.280 · Health Benefits	-1,100.00
10.281 · Dental Insurance	-739.20
10.282 · Vision Insurance	-385.00
10.285 · S. S., Medicare & SUTA	13,659.23
<b>Total 10.200 · Employee Benefits</b>	55,666.77
10.300 · Purchases and Prof. Services	
10.330 · Professional Employee Training	100.00
<b>Total 10.300 · Purchases and Prof. Services</b>	100.00
10.600 · Supplies	
10.602 · Teachers Supply Reimb.	36.78
<b>Total 10.600 · Supplies</b>	36.78
<b>Total 10 · Instruction</b>	183,804.26
21 · Support Services Students	
21.100 · Salaries - Counselor, Spec.ed	
21.110 · Legislative Increase	2,800.00
21.100 · Salaries - Counselor, Spec.ed - Other	35,754.57
<b>Total 21.100 · Salaries - Counselor, Spec.ed</b>	38,554.57
21.200 · Employee Benefits	
21.230 · Retirement Contributions	9,927.50
21.280 · Health Benefits	0.00
21.282 · Vision Insurance	0.00
<b>Total 21.200 · Employee Benefits</b>	9,927.50
21.300 · Purchased Professional Services	
21.331 · Sped-Ed Testing	772.50
<b>Total 21.300 · Purchased Professional Services</b>	772.50
21 · Support Services Students - Other	50.00
<b>Total 21 · Support Services Students</b>	49,304.57

9:24 AM

09/02/21

Accrual Basis

Fast Forward Charter High School  
**Profit & Loss**  
July 2020 through June 2021

*1205 Sped*

	<u>Jul '20 - J...</u>
65 · Payroll Expenses	
65.100 · Federal Unemployment Expense	0.00
65.200 · State Unemployment Expense	0.00
65.300 · Medicare Company	0.00
65.400 · Social Security Company	0.00
	<hr/>
Total 65 · Payroll Expenses	0.00
	<hr/>
Total Expense	233,108.83
	<hr/>
Net Income	<u>0.00</u>

Fast Forward Charter High School  
Profit & Loss  
July 2020 through June 2021

*At Risk*

	<u>Jul '20 - Jun 21</u>
<b>Income</b>	
3300 · SPECIAL POPULATIONS	
At-Risk Students	38,945.17
<b>Total 3300 · SPECIAL POPULATIONS</b>	<u>38,945.17</u>
<b>Total Income</b>	<u>38,945.17</u>
<b>Gross Profit</b>	38,945.17
<b>Expense</b>	
10 · Instruction	
10.100 · Salaries	
10.101 · Salaries F.T. Teachers	1,128.69
<b>Total 10.100 · Salaries</b>	1,128.69
10.200 · Employee Benefits	
10.240 · Group Insurance - Health Ins	1,575.00
10.280 · Health Benefits	0.00
10.285 · S. S., Medicare & SUTA	2,425.66
<b>Total 10.200 · Employee Benefits</b>	<u>4,000.66</u>
<b>Total 10 · Instruction</b>	5,129.35
21 · Support Services Students	
21.100 · Salaries - Counselor, Spec.ed	28,000.00
21.200 · Employee Benefits	
21.230 · Retirement Contributions	5,815.82
<b>Total 21.200 · Employee Benefits</b>	<u>5,815.82</u>
<b>Total 21 · Support Services Students</b>	33,815.82
65 · Payroll Expenses	
65.100 · Federal Unemployment Expense	0.00
65.200 · State Unemployment Expense	0.00
65.300 · Medicare Company	0.00
65.400 · Social Security Company	0.00
<b>Total 65 · Payroll Expenses</b>	<u>0.00</u>
<b>Total Expense</b>	<u>38,945.17</u>
<b>Net Income</b>	<u><u>0.00</u></u>



Fast Forward Charter High School  
Profit & Loss  
July 2020 through June 2021

*Trust Lands*

	<u>Jul '20 - ...</u>
<b>Income</b>	
3000 · Revenue from State Sources	
3005 · Regular Basic Program	
3010 · Regular School Prog. K-12	1,119.50
<b>Total 3005 · Regular Basic Program</b>	<u>1,119.50</u>
<b>Total 3000 · Revenue from State Sources</b>	1,119.50
3500 · Minimum School Programs	
School Land Trust Program	41,337.00
<b>Total 3500 · Minimum School Programs</b>	<u>41,337.00</u>
<b>Total Income</b>	<u>42,456.50</u>
<b>Gross Profit</b>	42,456.50
<b>Expense</b>	
10 · Instruction	
10.100 · Salaries	
10.101 · Salaries F.T. Teachers	30,214.63
10.111 · Legislative Bonus	3,500.00
<b>Total 10.100 · Salaries</b>	<u>33,714.63</u>
10.200 · Employee Benefits	
10.230 · Retirement Contributions	6,655.31
10.240 · Group Insurance - Health Ins	226.10
10.280 · Health Benefits	0.00
10.281 · Dental Insurance	-180.60
10.282 · Vision Insurance	-45.50
10.285 · S. S., Medicare & SUTA	2,086.56
<b>Total 10.200 · Employee Benefits</b>	<u>8,741.87</u>
<b>Total 10 · Instruction</b>	42,456.50
65 · Payroll Expenses	
65.100 · Federal Unemployment Expense	0.00
65.200 · State Unemployment Expense	0.00
65.300 · Medicare Company	0.00
65.400 · Social Security Company	0.00
<b>Total 65 · Payroll Expenses</b>	<u>0.00</u>
<b>Total Expense</b>	<u>42,456.50</u>
<b>Net Income</b>	<u><u>0.00</u></u>

Fast Forward Charter High School  
**Profit & Loss**  
 July 2020 through June 2021

*Covid 19 Stipend*

	<u>Jul '20 - J...</u>
<b>Income</b>	
3000 · Revenue from State Sources	
3200 · Restricted Basic Program	
Educator Covid 19 Stipend	50,065.59
<b>Total 3200 · Restricted Basic Program</b>	<u>50,065.59</u>
<b>Total 3000 · Revenue from State Sources</b>	<u>50,065.59</u>
<b>Total Income</b>	<u>50,065.59</u>
<b>Gross Profit</b>	50,065.59
<b>Expense</b>	
10 · Instruction	
10.100 · Salaries	
10.101 · Salaries F.T. Teachers	34,550.00
10.103 · Wage - Substitute	0.00
10.110 · Legislative Increase	0.00
10.111 · Legislative Bonus	0.00
<b>Total 10.100 · Salaries</b>	<u>34,550.00</u>
10.200 · Employee Benefits	
10.230 · Retirement Contributions	6,031.00
10.240 · Group Insurance - Health Ins	0.00
10.280 · Health Benefits	0.00
10.281 · Dental Insurance	0.00
10.282 · Vision Insurance	0.00
10.285 · S. S., Medicare & SUTA	3,158.08
<b>Total 10.200 · Employee Benefits</b>	<u>9,189.08</u>
<b>Total 10 · Instruction</b>	43,739.08
21 · Support Services Students	
21.100 · Salaries - Counselor, Spec.ed	
21.110 · Legislative Increase	0.00
<b>Total 21.100 · Salaries - Counselor, Spec.ed</b>	0.00
21.200 · Employee Benefits	
21.230 · Retirement Contributions	1,011.00
<b>Total 21.200 · Employee Benefits</b>	<u>1,011.00</u>
<b>Total 21 · Support Services Students</b>	1,011.00
23 · Administration	
23.200 · Employee Benefits	
23.280 · Health Benefits	0.00
23.281 · Dental Insurance	0.00
<b>Total 23.200 · Employee Benefits</b>	<u>0.00</u>
<b>Total 23 · Administration</b>	0.00
24 · School Administration	
24.100 · Salaries Principal/Secretary	4,800.00
24.200 · Employee Benefits	
24.230 · Retirement Contributions	355.35
<b>Total 24.200 · Employee Benefits</b>	<u>355.35</u>
<b>Total 24 · School Administration</b>	5,155.35
25 · Central	
25.100 · Salaries	0.00

9:30 AM  
09/02/21  
Accrual Basis

Fast Forward Charter High School  
**Profit & Loss**  
July 2020 through June 2021

*COVID 19  
Stopped*

	<u>Jul '20 - J...</u>
25.200 · Employee Benefits	
25.230 · Retirement Contributions	160.16
	<u>160.16</u>
Total 25.200 · Employee Benefits	160.16
Total 25 · Central	160.16
65 · Payroll Expenses	
65.100 · Federal Unemployment Expense	0.00
65.200 · State Unemployment Expense	0.00
65.300 · Medicare Company	0.00
65.400 · Social Security Company	0.00
	<u>0.00</u>
Total 65 · Payroll Expenses	0.00
Total Expense	<u>50,065.59</u>
Net Income	<u><u>0.00</u></u>

Fast Forward Charter High School  
**Profit & Loss**  
July 2020 through June 2021

*edu Salary adj*

	<u>Jul '20 - Jun...</u>
<b>Income</b>	
3400 · RESTRICTED REV. STATE PROGRAMS	
Educator Salary Adjustment	<u>108,329.60</u>
<b>Total 3400 · RESTRICTED REV. STATE PROGRAMS</b>	<u>108,329.60</u>
<b>Total Income</b>	<u>108,329.60</u>
<b>Gross Profit</b>	<u>108,329.60</u>
<b>Expense</b>	
10 · Instruction	
10.100 · Salaries	
10.101 · Salaries F.T. Teachers	77,343.00
10.110 · Legislative Increase	<u>10,325.00</u>
<b>Total 10.100 · Salaries</b>	87,668.00
10.200 · Employee Benefits	
10.230 · Retirement Contributions	15,504.00
10.285 · S. S., Medicare & SUTA	<u>5,157.60</u>
<b>Total 10.200 · Employee Benefits</b>	<u>20,661.60</u>
<b>Total 10 · Instruction</b>	<u>108,329.60</u>
21 · Support Services Students	
21.100 · Salaries - Counselor, Spec.ed	
21.110 · Legislative Increase	<u>0.00</u>
<b>Total 21.100 · Salaries - Counselor, Spec.ed</b>	<u>0.00</u>
<b>Total 21 · Support Services Students</b>	<u>0.00</u>
<b>Total Expense</b>	<u>108,329.60</u>
<b>Net Income</b>	<u><u>0.00</u></u>

**Fast Forward Charter High School**  
**Profit & Loss**  
 July 2020 through June 2021

CTE

	Jul '20 - Ju...
<b>Income</b>	
3000 · Revenue from State Sources	
3005 · Regular Basic Program	
3010 · Regular School Prog. K-12	70,250.21
<b>Total 3005 · Regular Basic Program</b>	70,250.21
<b>Total 3000 · Revenue from State Sources</b>	70,250.21
3100 · RESTRICTED REVENUE	
CTE	107,589.00
<b>Total 3100 · RESTRICTED REVENUE</b>	107,589.00
<b>Total Income</b>	177,839.21
<b>Gross Profit</b>	177,839.21
<b>Expense</b>	
10 · Instruction	
10.100 · Salaries	
10.101 · Salaries F.T. Teachers	77,759.84
10.104 · A+ Stipend	2,331.00
10.110 · Legislative Increase	5,950.00
<b>Total 10.100 · Salaries</b>	86,040.84
10.200 · Employee Benefits	
10.230 · Retirement Contributions	20,383.12
10.240 · Group Insurance - Health Ins	129.00
10.280 · Health Benefits	0.00
10.281 · Dental Insurance	-129.00
10.282 · Vision Insurance	0.00
10.285 · S. S., Medicare & SUTA	6,154.01
<b>Total 10.200 · Employee Benefits</b>	26,537.13
10.600 · Supplies	
10.601 · Supplies Paper, Misc Supplies	7,543.24
10.602 · Teachers Supply Reimb.	1,973.40
10.640 · Text Books & Periodicals	85.00
10.650 · Supplies - Technology Related	34,484.27
10.653 · Music Equipt	1,469.22
<b>Total 10.600 · Supplies</b>	45,555.13
10.700 · Property	
10.733 · Furniture & Fixtures	442.93
<b>Total 10.700 · Property</b>	442.93
<b>Total 10 · Instruction</b>	158,576.03
26 · Facilities	
26.700 · Property	
26.734 · Technology - Related Hardware	19,263.18
<b>Total 26.700 · Property</b>	19,263.18
<b>Total 26 · Facilities</b>	19,263.18

9:32 AM

09/02/21

Accrual Basis

Fast Forward Charter High School  
**Profit & Loss**  
July 2020 through June 2021

*CTE*

---

	<u>Jul '20 - Ju...</u>
65 · Payroll Expenses	
65.100 · Federal Unemployment Expense	0.00
65.200 · State Unemployment Expense	0.00
65.300 · Medicare Company	0.00
65.400 · Social Security Company	0.00
	<hr/>
Total 65 · Payroll Expenses	0.00
	<hr/>
Total Expense	177,839.21
	<hr/>
Net Income	<u>0.00</u>

Fast Forward Charter High School  
**Profit & Loss**  
July 2020 through June 2021

*Title 1*

	<u>Jul '20 - J...</u>
<b>Income</b>	
3000 · Revenue from State Sources	
3005 · Regular Basic Program	
3010 · Regular School Prog. K-12	2,032.13
<b>Total 3005 · Regular Basic Program</b>	<u>2,032.13</u>
<b>Total 3000 · Revenue from State Sources</b>	2,032.13
4801 · 4801 Federal Title 1	<u>46,223.61</u>
<b>Total Income</b>	<u>48,255.74</u>
<b>Gross Profit</b>	48,255.74
<b>Expense</b>	
10 · Instruction	
10.100 · Salaries	
10.101 · Salaries F.T. Teachers	33,033.30
10.110 · Legislative Increase	<u>2,800.00</u>
<b>Total 10.100 · Salaries</b>	35,833.30
10.200 · Employee Benefits	
10.230 · Retirement Contributions	7,173.80
10.240 · Group Insurance - Health Ins	2,250.00
10.280 · Health Benefits	0.00
10.285 · S. S., Medicare & SUTA	<u>2,998.64</u>
<b>Total 10.200 · Employee Benefits</b>	<u>12,422.44</u>
<b>Total 10 · Instruction</b>	48,255.74
65 · Payroll Expenses	
65.100 · Federal Unemployment Expense	0.00
65.200 · State Unemployment Expense	0.00
65.300 · Medicare Company	0.00
65.400 · Social Security Company	<u>0.00</u>
<b>Total 65 · Payroll Expenses</b>	<u>0.00</u>
<b>Total Expense</b>	<u>48,255.74</u>
<b>Net Income</b>	<u><u>0.00</u></u>

Fast Forward Charter High School  
Profit & Loss  
July 2020 through June 2021

*Spec IDEA*

	<u>Jul '20 - ...</u>
<b>Income</b>	
3000 · Revenue from State Sources	
3005 · Regular Basic Program	
3010 · Regular School Prog. K-12	1,366.89
<b>Total 3005 · Regular Basic Program</b>	<u>1,366.89</u>
<b>Total 3000 · Revenue from State Sources</b>	1,366.89
4000 · Reveunues from Federal Sources	
4500 · Restricted Fed. Through State	
4524 · Federal IDEA	19,431.79
<b>Total 4500 · Restricted Fed. Through State</b>	<u>19,431.79</u>
<b>Total 4000 · Reveunues from Federal Sources</b>	<u>19,431.79</u>
<b>Total Income</b>	<u>20,798.68</u>
<b>Gross Profit</b>	20,798.68
<b>Expense</b>	
10 · Instruction	
10.200 · Employee Benefits	
10.240 · Group Insurance - Health Ins	19.50
10.282 · Vision Insurance	-19.50
10.285 · S. S., Medicare & SUTA	1,228.15
<b>Total 10.200 · Employee Benefits</b>	<u>1,228.15</u>
<b>Total 10 · Instruction</b>	1,228.15
21 · Support Services Students	
21.100 · Salaries - Counselor, Spec.ed	
21.110 · Legislative Increase	1,050.00
21.100 · Salaries - Counselor, Spec.ed - Other	14,772.24
<b>Total 21.100 · Salaries - Counselor, Spec.ed</b>	<u>15,822.24</u>
21.200 · Employee Benefits	
21.230 · Retirement Contributions	3,748.29
<b>Total 21.200 · Employee Benefits</b>	<u>3,748.29</u>
<b>Total 21 · Support Services Students</b>	19,570.53
65 · Payroll Expenses	
65.100 · Federal Unemployment Expense	0.00
65.200 · State Unemployment Expense	0.00
65.300 · Medicare Company	0.00
65.400 · Social Security Company	0.00
<b>Total 65 · Payroll Expenses</b>	<u>0.00</u>
<b>Total Expense</b>	<u>20,798.68</u>
<b>Net Income</b>	<u><u>0.00</u></u>



Utah State Board of Education

Allotment Memo

for Fiscal Year/Period 2021/13

Type: 01CHARTER

Recipient: 980 FAST FORWARD CHARTER HIGH SCHOOL

Major Program	Program	District Pgm/Rev	Current Budget	Current Month	Year-to-Date	Grant to Date	Remaining Balance
84010 SAS-Title I Grants to LEA	19T1FT 19T1FT Title IA Flow-Through FFY2019	7801/4800	47,056.28	0.00	0.00	47,056.28	0.00
	20T1FT 20T1FT Title IA Flow-Through FFY2020	7801/4800	46,635.83	0.00	46,635.83	46,635.83	0.00
	21T1FT 21T1FT Title IA Flow-Through FFY2021	7801/4800	46,223.61	0.00	0.00	0.00	46,223.61
<b>84010 SAS-Title I Grants to LEA - Summary</b>			<b>139,915.72</b>	<b>0.00</b>	<b>46,635.83</b>	<b>93,692.11</b>	<b>46,223.61</b>
84027 SPED-IDEA Disabilities Educ Act	19FTFL 19FTFL IDEA Flow-Through Formula FFY2019	7524/4524	34,537.34	0.00	0.00	34,537.34	0.00
	20FTFL 20FTFL IDEA Flow-Through Formula FFY2020	7524/4524	34,010.09	0.00	34,010.09	34,010.09	0.00
	21FTFL 21FTFL IDEA Flow-Through Formula FFY2021	7524/4524	19,161.59	0.00	0.00	0.00	19,161.59
<b>84027 SPED-IDEA Disabilities Educ Act - Summary</b>			<b>87,709.02</b>	<b>0.00</b>	<b>34,010.09</b>	<b>68,547.43</b>	<b>19,161.59</b>
84367 T&L-Improving Teacher Quality-State	182FT 182FT Formula Flow Through FFY2018	7860/4800	6,399.85	0.00	0.00	6,399.85	0.00
	192FT 192FT Title IIA Formula Flow Through FFY2019	7860/4800	6,202.24	0.00	0.00	0.00	6,202.24
	202FT 202FT Title IIA Formula Flow Through FFY2020	7860/4800	6,539.50	0.00	0.00	0.00	6,539.50
	212FT 212FT Title IIA Formula Flow Through FFY2021	7860/4800	7,009.72	0.00	0.00	0.00	7,009.72
<b>84367 T&amp;L-Improving Teacher Quality-State - Summary</b>			<b>26,151.31</b>	<b>0.00</b>	<b>0.00</b>	<b>6,399.85</b>	<b>19,751.46</b>
84425C SSS-Governors Emergency Education Relief	20GEER 20GEER Governors Emergency Education Relief FFY2020	7220/4200	40,210.12	0.00	0.00	0.00	40,210.12
84425C SSS-Governors Emergency Education Relief - Summary			<b>40,210.12</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>40,210.12</b>
84425D SSS-Elern & Secondary School Emergency Relief	20ESSR 20ESSR ESSER Funds to LEAs FFY2020	7210/4200	37,841.34	0.00	0.00	0.00	37,841.34
	21ESSR 21ESSR ESSER II Funds to LEAs FFY2021	7215/4200	152,918.99	0.00	0.00	0.00	152,918.99
<b>84425D SSS-Elern &amp; Secondary School Emergency Relief - Summary</b>			<b>190,760.33</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>190,760.33</b>
BLOCK CNP-Block-10.553; 555; 556; 558; 559	19NSLF 19NSLF National School Lunch Free & Reduced FY19	8075/4560	0.00	0.00	0.00	23,627.17	-23,627.17
	19NSLP 19NSLP National School Lunch Paid FFY19	8075/4560	0.00	0.00	0.00	4,158.05	-4,158.05
	19SBP 19SBP School Breakfast Program FFY2019	8075/4560	0.00	0.00	0.00	7,987.06	-7,987.06
	20NSLF 20NSLF National School Lunch Free & Reduced FY20	8075/4560	0.00	0.00	2,749.84	21,669.69	-21,669.69
	20NSLP 20NSLP National School Lunch Paid FFY20	8075/4560	0.00	0.00	383.04	3,512.98	-3,512.98
	20SBP 20SBP School Breakfast Program FFY2020	8075/4560	0.00	0.00	884.26	6,350.15	-6,350.15
	21NSLF 21NSLF National School Lunch Free & Reduced FY21	8075/4560	0.00	0.00	18,437.64	18,437.64	-18,437.64
	21NSLP 21NSLP National School Lunch Paid FFY21	8075/4560	0.00	0.00	2,435.16	2,435.16	-2,435.16
	21SBP 21SBP School Breakfast Program FFY2021	8075/4560	0.00	0.00	5,742.66	5,742.66	-5,742.66
<b>BLOCK CNP-Block-10.553; 555; 556; 558; 559 - Summary</b>			<b>0.00</b>	<b>0.00</b>	<b>30,632.60</b>	<b>93,920.56</b>	<b>-93,920.56</b>
BOARD BOARD-USBE Board	20CBG 20CBG CRF K-12 Broadband Grant FFY2020	7280/4500	50,000.00	0.00	0.00	0.00	50,000.00
	20CDOH 20CDOH CRF High School Testing/PPE Grant FFY2020	7280/4500	10,851.83	0.00	0.00	0.00	10,851.83
<b>BOARD BOARD-USBE Board - Summary</b>			<b>60,851.83</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>60,851.83</b>
CNP CNP - Child Nutrition Programs State Funding	18LQTX 18LQTX State Liquor Tax SFY2018	8075/3800	9,243.78	0.00	0.00	10,229.78	-986.00
	19LQTX 19LQTX State Liquor Tax SFY2019	8070/3800	0.00	0.00	0.00	9,613.33	-9,613.33
	20LQTX 20LQTX State Liquor Tax SFY2020	8070/3800	0.00	0.00	638.40	8,867.03	-8,867.03
	21LQTX 21LQTX State Liquor Tax SFY2021	8070/3800	0.00	561.28	6,551.88	6,551.88	-6,551.88
<b>CNP CNP - Child Nutrition Programs State Funding - Summary</b>			<b>9,243.78</b>	<b>561.28</b>	<b>7,190.28</b>	<b>35,262.02</b>	<b>-26,018.24</b>
CTE CTE-Career & Technical Education	18PKH 18PKH General Financial Literacy SFY2018	5660/3800	25,000.00	0.00	0.00	25,000.00	0.00
	20PLK 20PLK CTE Student Organizations SFY2020	6000/3800	500.00	0.00	0.00	500.00	0.00
	21PKH 21PKH General Financial Literacy SFY2021	5660/3800	829.07	0.00	829.07	829.07	0.00
<b>CTE CTE-Career &amp; Technical Education - Summary</b>			<b>26,329.07</b>	<b>0.00</b>	<b>829.07</b>	<b>26,329.07</b>	<b>0.00</b>
MSPB MSPB-Minimum School Programs Basic	20PPB 20PPB Grades 1-12 SFY2020	VAR/3010	1,145,263.07	0.00	0.00	1,145,263.07	0.00
	20PPBO 20PPBO Pub Ed Online Offset SFY2020	VAR/3010	-2,289.00	0.00	0.00	-2,289.00	0.00
	20PPD 20PPD Professional Staff SFY2020	VAR/3020	87,993.71	0.00	0.00	87,993.71	0.00
	20PPF 20PPF Special Education - Add-on SFY2020	1205/3100	190,087.53	0.00	0.00	190,087.53	0.00
	20PPI 20PPI Special Education - Extended Year SFY2020	1229/3100	2,259.00	0.00	0.00	2,259.00	0.00
	20PPK 20PPK CTE ADM SFY2020	VAR/3100	93,326.00	0.00	0.00	93,326.00	0.00
	20PPKB 20PPKB CTE Comprehensive Counseling & Guide SFY2020	5903/3100	20,000.00	0.00	0.00	20,000.00	0.00
	20PPKE 20PPKE CTE Technical Student Orgs SFY2020	6000/3100	515.00	0.00	0.00	515.00	0.00
	20PPKF 20PPKF CTE Skill Certification Competency SFY2020	6000/3100	2,337.00	0.00	0.00	2,337.00	0.00
	20PPN 20PPN Special Education - Impact Aid SFY2020	1225/3100	5,096.08	0.00	0.00	5,096.08	0.00
	20PPP 20PPP SPED Extended Yr Special Educators	1278/3100	479.80	0.00	0.00	479.80	0.00
	21PPB 21PPB Grades 1-12 SFY2021	VAR/3010	1,104,427.49	0.00	1,104,427.49	1,104,427.49	0.00
	21PPD 21PPD Professional Staff SFY2021	VAR/3020	95,560.59	0.00	95,560.59	95,560.59	0.00
	21PPF 21PPF Special Education - Add-on SFY2021	1205/3100	203,680.64	0.00	203,680.64	203,680.64	0.00
	21PPI 21PPI Special Education - Extended Year SFY2021	1229/3100	3,177.51	0.00	3,177.51	3,177.51	0.00
	21PPK 21PPK CTE ADM SFY2021	VAR/3100	107,589.00	0.00	107,589.00	107,589.00	0.00
	21PPKB 21PPKB CTE Comprehensive Counseling & Guide SFY2021	5903/3100	20,000.00	0.00	20,000.00	20,000.00	0.00
	21PPKE 21PPKE CTE Technical Student Orgs SFY2021	6000/3100	489.00	0.00	489.00	489.00	0.00
	21PPKF 21PPKF CTE Skill Certification Competency SFY2021	6000/3100	2,409.00	0.00	2,409.00	2,409.00	0.00
	21PPN 21PPN Special Education - Impact Aid SFY2021	1225/3100	4,763.55	0.00	4,763.55	4,763.55	0.00
	21PPP 21PPP SPED Extended Yr Special Educators	1278/3100	479.80	0.00	479.80	479.80	0.00
	22PPB 22PPB Grades 1-12 SFY2022	VAR/3010	1,102,354.39	0.00	0.00	0.00	1,102,354.39
	22PPD 22PPD Professional Staff SFY2022	VAR/3020	95,381.21	0.00	0.00	0.00	95,381.21
	22PPF 22PPF Special Education - Add-on SFY2022	1205/3100	217,904.43	0.00	0.00	0.00	217,904.43
	22PPI 22PPI Special Education - Extended Year SFY2022	1229/3100	3,184.30	0.00	0.00	0.00	3,184.30
	22PPK 22PPK CTE ADM SFY2022	VAR/3100	114,758.00	0.00	0.00	0.00	114,758.00
	22PPKB 22PPKB CTE Comprehensive Counseling & Guide SFY2022	5903/3100	20,000.00	0.00	0.00	0.00	20,000.00
	22PPKE 22PPKE CTE Technical Student Orgs SFY2022	6000/3100	494.00	0.00	0.00	0.00	494.00
	22PPKF 22PPKF CTE Skill Certification Competency SFY2022	6000/3100	2,536.00	0.00	0.00	0.00	2,536.00
	22PPN 22PPN Special Education - Impact Aid SFY2022	1225/3100	4,693.09	0.00	0.00	0.00	4,693.09
	22PPR 22PPR Students At-Risk Add-on	5344/3100	44,946.20	0.00	0.00	0.00	44,946.20
<b>MSPB MSPB-Minimum School Programs Basic - Summary</b>			<b>4,693,896.39</b>	<b>0.00</b>	<b>1,542,576.58</b>	<b>3,087,644.77</b>	<b>1,606,251.62</b>
MSPRB MSPRB-Minimum School Programs Related to Basic	20PQI 20PQI Concurrent Enrollment SFY2020	5333/3300	3,298.05	0.00	0.00	3,298.05	0.00
	20PQM 20PQM School Land Trust Program SFY2020	5420/3500	39,291.00	0.00	0.00	39,291.00	0.00
	20PQN 20PQN Charter School Local Replacement SFY2020	5619/3200	625,697.80	0.00	0.00	625,697.80	0.00
	20PQO 20PQO Charter School Administration SFY2020	5625/3200	40,000.00	0.00	0.00	40,000.00	0.00
	20PQR 20PQR Educator Salary Adjustments SFY2020	5876/3400	79,238.91	0.00	0.00	79,238.91	0.00
	20PQS 20PQS Teacher Salary Supplement Program SFY2020	5807/3400	5,867.48	0.00	511.65	5,867.48	0.00
	20PQT 20PQT Library Books & Electronic Resources SFY2020	5810/3500	449.85	0.00	0.00	449.85	0.00
	20PQY 20PQY Flexible Allocation-WPU Distribution SFY2020	5310/3200	3,885.67	0.00	0.00	3,885.67	0.00
	20PUA 20PUA Teacher Supplies & Materials SFY2020	5868/3400	2,347.00	0.00	0.00	2,347.00	0.00
	20PUU 20PUU Enhancement for At-Risk Students SFY2020	5336/3300	35,722.26	0.00	0.00	35,722.26	0.00
	20PUV 20PUV Teacher and Student Success Program	5678/3500	44,372.52	0.00	0.00	44,372.52	0.00
	21PQI 21PQI Concurrent Enrollment SFY2021	5333/3300	2,170.13	0.00	2,389.13	2,389.13	-219.00
	21PQJ 21PQJ Supplemental Educator COVID-19 Stipend SFY2021	5658/3200	63,210.40	0.00	63,210.40	63,210.40	0.00
	21PQN 21PQN School Land Trust Program SFY2021	5420/3500	41,337.00	0.00	41,337.00	41,337.00	0.00
	21PQN 21PQN Charter School Local Replacement SFY2021	5619/3200	643,062.00	0.00	643,062.00	643,062.00	0.00
	21PQR 21PQR Educator Salary Adjustments SFY2021	5876/3400	108,329.60	0.00	108,329.60	108,329.60	0.00
	21PQT 21PQT Library Books & Electronic Resources SFY2021	5810/3500	412.63	0.00	412.63	412.63	0.00

21PUA 21PUA Teacher Supplies & Materials SFY2021	5868/3400	3,310.26	0.00	3,310.26	3,310.26	0.00
21PUE 21PUE Charter School Funding Base Prog SFY2021	VAR/3200	40,000.00	0.00	40,000.00	40,000.00	0.00
21PUJ 21PUJ Enhancement for At-Risk Students SFY2021	5336/3300	38,945.17	0.00	38,945.17	38,945.17	0.00
22PQM 22PQM School Land Trust Program SFY2022	5420/3500	44,197.00	0.00	0.00	0.00	44,197.00
22PQN 22PQN Charter School Local Replacement SFY2022	5619/3200	1,323,490.00	0.00	0.00	0.00	1,323,490.00
22PQR 22PQR Educator Salary Adjustments SFY2022	5876/3400	108,329.60	0.00	0.00	0.00	108,329.60
22PQT 22PQT Library Books & Electronic Resources SFY2022	5810/3500	412.63	0.00	0.00	0.00	412.63
22PUA 22PUA Teacher Supplies & Materials SFY2022	5868/3400	2,646.82	0.00	0.00	0.00	2,646.82
22PUE 22PUE Charter School Funding Base Prog SFY2022	VAR/3200	40,000.00	0.00	0.00	0.00	40,000.00
<b>MSPRB MSPRB-Minimum School Programs Related to Basic - Summary</b>		<b>3,340,023.78</b>	<b>0.00</b>	<b>941,507.84</b>	<b>1,821,166.73</b>	<b>1,518,857.05</b>
SSS SSS-Student Support Services	21SUPV 21SUPV Suicide Prevention SFY2021	5674/3800	1,066.34	0.00	1,066.34	0.00
<b>SSS SSS-Student Support Services - Summary</b>		<b>1,066.34</b>	<b>0.00</b>	<b>1,066.34</b>	<b>1,066.34</b>	<b>0.00</b>
<b>980 FAST FORWARD CHARTER HIGH SCHOOL - Summary</b>		<b>8,616,157.69</b>	<b>561.28</b>	<b>2,604,448.63</b>	<b>5,234,028.88</b>	<b>3,382,128.81</b>

Jul 29, 2021

- 143 -

8:56:38 AM



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Advertising and Distributing Information

#### A. Statement of Policy for Non-School and Non-LEA Materials

Schools are not a public forum for the distribution of non-school information. Except as specifically provided in this policy, companies, organizations, and individuals from outside the LEA may not use the schools or other LEA facilities for the posting or distribution of flyers, advertisements, bulletins, newspapers, posters, coupons, or any other materials.

##### 1. Governmental Publications

The posting or distribution of materials advertising community youth, recreational, or any other programs sponsored by governmental agencies (e.g., county recreation) is allowed for education related purposes. Individuals representing or affiliated with governmental agencies must secure written approval from the LEA prior to taking materials to the school. Upon receipt of written approval from the LEA, principals shall determine the time, place, and manner for the distribution of the materials.

##### 2. School Publications

School athletic programs, school calendars, school newspapers, yearbooks, and other similar school publications may contain commercial advertising. All such printed advertising must be approved in advance by the school administration based on the terms of this policy.

##### 3. Elementary School Book Programs

Flyers related to elementary school book programs (e.g., Troll Books, Weekly Readers, Scholastic, etc.) will be allowed according to the terms of this policy at the discretion of school administrators.

##### 4. Incentives

Coupons which grant free access to events or free prizes may be accepted from private entities and used as student incentives at the discretion of school administrators.

##### 5. School Pictures

Student photo information packets may be distributed to students at the discretion of school administrators.

#### B. Student Contests

Express prior principal approval, in consultation with School Accountability Services, is required for individuals or entities that seek to have LEA students participate in any type of contest (e.g., read-a-thon, walk-a-thon). The activity must have positive implications for student learning and must be compatible with Fast Forward Charter High School and Utah State Office of Education curriculum guidelines. Contests or programs whose primary emphasis is the promotion of a business or organization will not be approved for use in the schools.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### C. Bus Advertising

Bus advertising is permitted consistent with state statutes and rules (See Utah Code, 41-6a-1309 and Utah Admin. Code, R909-3). Bus advertising shall be age appropriate and consistent with the LEA's mission and shall conform to the restrictions in Section D below. Bus advertising may not cover, obscure, or interfere with bus lights or other mechanical or safety functions of the bus and must conform to the technical requirements of Utah Admin. Code, R909-3-3.

### D. Political Signs

Political signs are prohibited on LEA property with the exception that political signs may be posted at the location and during the time that a political party or candidate is utilizing LEA facilities pursuant to the LEA's rental policy (see Memorandum Number 42). In the event political signs are allowed under such an exception, political candidates, campaign organizers, and political signs shall comply with the requirements of the State Election Code (see Utah Code 20A-17-101 et seq.), and political signs shall be promptly removed after political events.

### E. Prohibitions

#### 1. Content

The following content is prohibited in advertising or communications to students or on school property: images or messages of or related to tobacco, alcohol, or any other controlled substances, materials, or products that may not legally be used by school age children or that are otherwise not in compliance with the state, LEA, or school rules; images or messages of any product or conduct that may be harmful to the health and welfare of students; images or messages that may be exploitive of students or unduly intrusive into the classroom or home; images or messages that would detract from or interfere with student learning or that would conflict with the educational mission of the schools; images or messages that are pornographic or indecent as defined by Utah law (see Utah Code, 76-10-12); or images or messages that would commercialize or damage the image of the LEA or the schools.

#### 2. Agents

No school or LEA employee shall advertise or act as an agent for any private business or organization during school hours or while on school property, except in connection with an approved school fund-raising project or an approved elementary school book program.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Extracurricular Activities During Midweek and on Saturdays and Sundays

A. Statement of Purpose

School activities and student activities in the name of the school properly belong on school days. Extracurricular activities on non-school days should be on a limited and highly selective basis and must not reflect on the student's grades.

B. Schools may participate in all activities sponsored by the Utah High School Activities Association on days designated.

C. At the discretion of the school principal, school organizations may participate in activities on Saturday or Sunday. This is not to be interpreted as authorizing use of LEA buildings on Sunday.

# Fast Forward Charter High School Fiscal Policies & Procedures Guide

Updated June 18, 2019

## **PART I – RECOMMENDED POLICIES**

### **100 INTERNAL CONTROL POLICIES**

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

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

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

Neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities that operate the charter school this includes the FFCHS Board of Directors.

Internal control policies provide the Charter School with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. The following policies will highlight some of the areas of internal control that the Charter School should consider:

#### **101 *Compliance with Laws***

FFCHS will follow all the relevant laws and regulations that govern Charter Schools within the State of Utah. Additionally, U.S. Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of the Charter School:

##### **A. Record Keeping**

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

Further, the school specifically requires that:

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

#### **102 Board of Trustees Authorities**

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

The Board of Trustees will meet regularly to ensure that its fiduciary duty is maintained. The Board should review the following: prior meeting minutes, business items, educational items, new business and other items.

#### **103 Signature Authorities**

To properly segregate duties within the Charter School, the President, the Treasurer of the Board and the School Director/Director and/or business manager are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Currently the signers on the Fast Forward general checking accounts are: **Jill Lowe, Director/Principal. Katrina Walker EHHS Principal (done so when Jill is in Logan business manager has someone to sign FFCHS checks)**

#### **104 Security of Financial Data**

- A. The school's accounting software should be reviewed to ensure that general and application controls to unauthorized access to data is precluded (i.e., proper password protection and authorizations for inquiry or browse only functions.)
- B. The system's accounting data must be backed up regularly by the Business Manager to ensure the recoverability of financial information in case of hardware failure. The back up should be stored in a fire safe area and properly secured.
- C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager from unauthorized access.



**105 Use of School Assets**

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

**106 Use Of School / Personal Credit Cards**

Fast Forward currently has one credit card issued to the Director and Principal. If the school wishes to issue additional credit cards this can be done with the approval of FFCHS Board of Trustees. Additionally, the schools business manager also purchases items on behalf of the school on his personal credit card. FFCHS then reimburses him monthly.

All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.

Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Charter School Director or Business Manager.

**200 FINANCIAL MANAGEMENT POLICIES**

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

**201 Basis of Accounting**

The Charter School will maintain its accounting records and related financial reports on the modified accrual basis of accounting, with accrual taking place annually. The fiscal year of operation will be from July 1 – June 30

**202 Accounting Policies**

The accounting policies and financial reporting adopted are consistent with state law and generally accepted accounting practices.

**203 Revenues**

Under the modified accrual basis of accounting, revenues are recognized when earned, consistent with generally accepted accounting principles applicable to special purpose governmental units.

**204 Expenditures**

Under the modified accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

**205 Cash Management**

- A. The school maintains cash accounts at the following bank
  - 1. Payroll /Operations – Cache Valley Bank.

**206 Budgets**

- A. Fast Forward prepares an annual operating budget of revenues and expenses and a cash flow projection. These budgets and projections are reviewed and approved by the Board of Trustees and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the Business Manager and presented to the Board of Trustees at regularly scheduled board meetings.

**207 Insurance and Bonding**

- A. The school maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:
  - 1. General liability
  - 2. Business & personal property (including auto/bus)
  - 3. Computer equipment
  - 4. Workers' compensation
  - 5. Unemployment
  - 6. Fidelity bond

**208 Employee Retirement Program**

FFCHS participates in the Utah Retirement Systems Program.

**209 Record Retention and Disposal**

- A. Records are maintained for the following minimum periods:
  - 1. Books, records, documents, and other supporting evidence including paid, cancelled, or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employee timesheets and other public documents are retained for seven years after the original entry date.

## **210 Financial Reporting**

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

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

## **211 Audit**

The Board of Trustees contracts annually with a qualified independent certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with auditing standards generally accepted in the United States of America.

## **300 POLICIES RELATED TO ASSETS, LIABILITIES, AND NET ASSETS**

### **301 Assets**

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

### **302 Petty Cash Payments**

- A. Fast Forward does not issue petty cash.

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

All tangible personal property with a useful life of more than one year and a unit acquisition cost of \$2,000 or more is capitalized and recorded in the statement of net assets. Depreciation associated with the fixed asset will be calculated based on its useful life and straight-line depreciation method.

**304 *Impairment of Assets***

A recognized impairment of an asset is reflected when circumstances warrant. The appropriate adjustment is made for any impaired assets, accompanied by a description of the impaired asset and the measurement assumptions used in determining the impairment.

**305 *Liabilities***

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

**306 *Accounts Payable***

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

**307 *Accounts Payable Payment Policy***

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

**308 *Accrued Liabilities***

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

**309 *Accrued Teachers' Salary/ Health Insurance***

The portion of any teachers' salaries and health insurance paid for a school year that extends into the next fiscal year (e.g., a twelve-month salary schedule from September 1 to August 31 of the following year) should be accrued at the end of the fiscal year for which services were rendered.

**310 *Debt***

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year.
- B. All short-term and long-term debt is approved by the Board of Trustees.

- C. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

## **400 PROPERTY MANAGEMENT POLICIES**

### **401 *Property and Equipment***

The Charter School maintains detailed records of all property and equipment.

### **404 *Disposal of Property and Equipment***

- A. No item of property or equipment shall be removed from the premises without prior approval from the Business Manager and/or Principal, Exe. Director
- B. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the general ledger.

## **500 PROCUREMENT POLICIES**

### **501 *Procurement – Goods and Services***

See separate Procurement policy for FFCHS

- A. The School adheres to the following objectives:
  - 1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
  - 2. Make all purchases in the best interests of the school and its funding sources.
  - 3. Obtain quality supplies/services needed for delivery at the time and place required.
  - 4. Buy from responsible and dependable sources of supply.
  - 5. Obtain maximum value for all expenditures.
  - 6. Deal fairly and impartially with all vendors.
  - 7. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.
- A. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Board Chair. The agreement will identify all the terms and conditions of the lease.

## **600 PAYROLL AND TRAVEL POLICIES**

## **601 Payroll Policies**

- A. Employees are paid on a 12-month, monthly schedule from September 1 to the following August 31.
- B. Employee's time is properly approved by both the individual and the supervisor and reported to the Business Office or designated representative.
- C. All employee payroll amounts are calculated based upon approved rates included in the individual's employment agreement.
- D. Any changes to the pay rates or benefits are properly authorized.
- E. All payroll taxes and benefits are properly calculated and any deposits made in a timely manner.
- F. All payroll tax reports are prepared in a timely manner and reviewed by a designated individual for accuracy prior to filing.

## **602 Employee Mileage Reimbursement**

- A. All employees are reimbursed at the standard mileage rate per mile currently .48 cents per mile, for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if properly supported.
- B. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date. Each employee is responsible for detailing the travel and related expenses and including the required supporting documentation.

## **PART II – RECOMMENDED PROCEDURES**

The following section of the *Guide* will provide procedures, which will support the policies contained in Part I of the *Guide*.

### **700 GENERAL ACCOUNTING PROCEDURES**

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Charter School.

#### **701 Overall Accounting System Design**

*Control Objective*

To establish a coding structure that supports financial reporting and management's decision-making.

*Major Controls*

**A. Business Manager Involved in Designing the Chart of Accounts/Coding Structure**

To support decision-making, the Business Manager, along with assistance from additional resources, including the Board of Trustees, management, and outside consultants, should be involved from the outset in setting the chart of accounts/coding structure. The coding generally follows a four-digit general ledger account number with classes designated for grants or other funding to be accounted for separately.

**B. Establishment of Control Accounts**

Control accounts for fixed assets, accounts receivable and accounts payable will be established with subsidiary detail listings and will be reconciled monthly to these control accounts.

**702 General Ledger Activities**

*Control Objective*

To ensure that all General Ledger entries are current, accurate, and complete.

*Major Controls*

**A. Timeliness of Entries**

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

**B. Support Documentation**

All entries are supported by adequate documentation that clearly indicates the justification and authorization for the transaction.

**C. Audit Trail**

A complete audit trail is maintained by the use of reference codes, from source documentation through the books of original entry and general ledger, to periodic reporting statements.

*Procedures*

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Business Manager before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the Business Manager.

3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals, and recording non-cash transactions, are prepared as circumstances warrant and on an as needed basis.

## **800 CASH MANAGEMENT PROCEDURES**

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

### **801 *Cash Receipts***

#### *Control Objective*

To record cash receipts completely and accurately, and to prevent the diversion of cash assets.

#### *Major Controls*

##### **A. Cash Receipts Policies**

The Charter School has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The school also uses electronic fund transfers to accelerate deposits.

##### **B. Internal Accounting Controls**

- (i) Opening of mail is assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.

#### *Procedures*

#### Cash Receipts

When cash/checks come into the main office, the front desk secretary (Teddy) receipts it, and enters individual amounts into SIS, the money is temporarily held in a locked safe in the locked storage closet in the main office with limited access. Then the secretary (Teddy) and one other person designated by the principal count the money and prepare a deposit with both initials. Deposits are done at least twice a week preferably on Monday and Thursdays or as needed. The deposit is then given to the principal or the secretary to deposit at the bank. Teddy makes copies of all receipts and deposit forms and sends this information to the business manager who then books the deposit into QuickBooks. Checks received from customers are copied and attached to the deposit ticket. Each deposit has copies of checks and gets filed in file cabinet along with



bank statements. The business manager prepares the bank reconciliation. The school director or principal reviews and signs the bank statement. All checks must be made out to Fast Forward Charter High School.

## **900 Cash Disbursements**

### *Control Objective*

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

### *Major Controls*

#### **A. Cash Disbursement Policies**

Check preparation and signatures are delayed until the due date, consistent with discounts, if available.

#### **B. Internal Accounting Controls**

- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the Business Manager.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (vi) Separation of duties to the extent possible for an organization the size of the school.

### *Procedures*

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the Business Manager or financial assistant at the school who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the School Director or the Treasurer for approval.
2. All invoices submitted for signature will include approvals for payment, expense account(s) charged, grant account(s) charged, if applicable; check number and date of payment.
3. The School Director or the Principal signs checks, after examining the supporting documentation.
4. After having been signed, the checks are mailed directly to the payee.
5. Bank statements are reconciled soon after receipt by the Business Manager and reviewed by the School Director or Principal.

## **1000 Prepaid Items**

### *Control Objective*

To ensure proper accounting for prepaid expenses.

### *Major Controls*

#### **Internal Accounting Controls**

- (i) Preparation and updating of an amortization schedule to reflect the incurring of expenses for prepaid items (e.g., prepaid insurance).
- (ii) Detailed prepaid expenses reconciled with the general ledger control account.

### *Procedures*

1. Vendor invoices are reviewed by the Business Manager to identify all required prepayments.
2. For payment of prepaid items, the transaction is coded to reflect the appropriate portion of the payment representing the prepaid portion.
3. An amortization schedule is prepared to reflect the incurring of an expense for prepaid items.
4. A standard journal entry is prepared by the Business Manager or Staff Accountant, if applicable to record the monthly expense.

## **1101 PAYROLL PROCEDURES**

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, and preparation of payroll, payroll payment, and payroll withholdings.

### ***1101 Personnel Requirements***

#### *Major Controls*

#### *Procedures*

##### **New Employees**

1. Requests for new employees are initiated by the School Director and compared with the approved annual personnel budget.
2. A *Personnel Action Form* is initiated when hiring a new employee. Included on this form are the job description, approved pay rate, and grant funding, if any. Information on this form is reviewed by the Business Manager and communicated to the outside payroll service provider, if applicable, or entered into in-house payroll software.
3. New employees complete an *Application for Employment*.
4. New employees complete an *IRS W-4 Form* and *I-9*.

5. A criminal background check is conducted on new employees and their BCI reports are placed in their employment files. If the new employee is a teacher then the Utah State office of Education has already conducted a background check.

### **Vacation and Sick Pay**

1. Employees accrue personal leave based on personnel policy of the Charter School.

## **1200 Personnel Data**

### *Control Objective*

To calculate and record payroll data accurately and completely for all employees.

### *Major Controls*

#### **Internal Accounting Controls**

- (i) A precise paper trail covering all transactions.
- (ii) Changes in personnel data approved by responsible officials.
- (iii) Separate payroll and personnel files periodically reviewed and reconciled.

### *Procedures*

1. Changes to personnel data are initiated with a *Employee Status Change Form* when making changes in new hires, terminations, pay rate changes, or payroll deductions.
2. The Business Manager or the School Director authorizes any change to payroll data.
3. Authorized changes are communicated to the Business Manager and entered into in-house payroll software.
4. A copy of the *Employee Status Change Form* is retained in the employee's personnel file.

## **1201 Timekeeping**

### *Control Objective*

To ensure that payment for salaries and wages is made in accordance with documented time records.

#### **Time Sheet Preparation**

1. Hourly and salary employees prepare time sheets on a bi-weekly basis.
2. In preparing time sheets, employees:
  - (i) Enter hours in ink and sign the completed timekeeping record
  - (ii) Make all corrections in ink by crossing out the error and initialing the change.
  - (iii) Submit the completed time sheet to the Principal for final approval.

### **Approval and Collection of Time Sheets**

1. Each employee's time sheet is collected by the Principal on a monthly basis, which ensures all the timesheets are submitted in a timely manner. The Principal reviews and approves them.
2. The Principal then fills out the monthly employee payroll spreadsheet and forwards it on to the Business Manager who checks it for accuracy and processing.

### ***1202 Payroll Payment***

#### *Control Objective*

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

#### *Major Controls*

##### **Internal Accounting Controls**

- (i) Pre-numbered checks are used and all check numbers are accounted for.
- (ii) A complete audit trail on all payroll checks and direct deposit with authorizing signatures at each juncture is maintained.

#### *Procedures*

1. Payroll payments by check, direct deposit or cash are distributed by the School for forwarding to employees.
2. The Business Manager controls and monitors all undelivered and un-cashed payroll checks, respectively.
3. The payroll bank account is reconciled monthly by the Business Manager and reviewed by the School Director

### ***1300 Recordkeeping Over Property & Equipment***

#### *Control Objective*

To completely and accurately record fixed asset acquisitions, transfers, and dispositions on a current basis.

#### *Major Controls*

##### **A. Fixed Asset Classification**

Fixed assets are accounted for by the following classifications: land, building, equipment, betterment, leasehold improvements, equipment, furniture, and computer hardware and software.

*Procedures*

1. Asset acquisitions, transfers, and dispositions are entered in the fixed assets subsidiary ledger on a periodic basis.
2. The fixed assets subsidiary ledger is reconciled with the control account in the general ledger on a monthly basis. Any differences are analyzed and resolved by the Business Manager.

**1301 Depreciation**

*Procedures*

The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the general ledger. In accordance with generally accepted accounting principles as they relate to special purpose business-type activity, government entities, under GASB 34, depreciation expense must be recorded in the general ledger. The Charter School will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years
Office Furniture	7 years
Leasehold Improvements	Useful life or life of lease, whichever is less
Building Improvements	20 years
Building	40 years

**1400 Disposal of Property & Equipment**

*Control Objective*

To ensure that assets no longer in use are disposed of in accordance with existing policies.

*Major Controls*

**A. Disposal Policies**

The School has adopted policies on the disposition of property and equipment.

**B. Internal Accounting Controls**

- (i) Use of fixed asset disposal authorization forms.
- (ii) Disposal or transfer of fixed assets only with proper authorization.
- (iv) Periodic count of fixed assets that is reconciled with fixed assets recorded in the control account in the general ledger.

*Procedures*

1. A determination is made by the school personnel as to the usefulness of a fixed asset.

2. An *Asset Disposal Form*, including a description of the asset, purpose for disposal and methodology of disposal is prepared with proper written authorization from the Business Manager.
3. The *Asset Disposal Form* is reviewed and signed by the School Director.

## **1500 ACCOUNTS PAYABLE PROCEDURES**

This section is organized into three major parts: accounts payable, purchasing, and expense reimbursement.

### ***1501 Accounts Payable***

#### *Control Objective*

To ensure that invoices are accurately recorded on a timely basis for authorized purchases.

#### *Major Control*

##### **A. Reconciliation of Accounts Payable Records**

Reconciliation of source data, subsidiary ledger totals, and general ledger control accounts is performed periodically to ascertain the accuracy of accounts payable entries.

#### *Procedures*

##### **Voucher Preparation and Review of Voucher**

1. Invoices are received by the Secretary who forwards them to the School Business Manager or designated personnel for approval.
2. Invoices are compared to the *Purchase Order* and the packing list if applicable.
3. The invoice is reviewed for:
  - (i) The nature, quality, and quantity of goods ordered and the related price
  - (ii) Accuracy of all calculations and provided services
  - (iii) Allowability of expenditure
  - (iv) Proper general ledger account and department coding
4. The invoice is input into the general ledger by either the Business Manager.
5. Checks are run on a regular basis.

## ***1600 MANAGEMENT REPORTING PROCEDURES***

In this section, procedures are covered for supporting the annual budget, financial reporting, and tax compliance.

## **1601 Annual Budget**

### *Control Objective*

To effectively support the preparation of the annual budget and its periodic review.

### *Major Controls*

#### **A. Budget Process**

FFHS School Director works with the Principal and Business Manager to prepare the annual operating and capital budgets and cash flow projection, The budgets and projection are submitted to the Board of Trustees for approval.

#### **B. Internal Accounting Controls**

Accuracy and completeness of the budgets and projection

### *Procedures*

1. In preparation of the annual operating and capital budgets and cash flow projection, the Business Manager prepares preliminary budgets and the projection for review by the School Director and Principal
2. To support the budgets and projection estimates, the Business Manager prepares current year-to-date financial data with projections of year-end totals.
3. The Board of Trustees approves and adopts the final budgets and projections.
4. The adopted budget totals are entered in the general ledger by the Business Manager for the new fiscal year, in order to prepare budget to actual reports.

## **1602 Financial Reporting**

### *Control Objective*

To ensure the accuracy, completeness, and timeliness of financial reporting to support decision-making.

### *Major Controls*

#### **A. Schedule**

Financial reports are prepared for and reviewed by the Board of Trustees in regularly scheduled board meetings.

#### **B. Review and Approval**

Financial reports are reviewed for accuracy and completeness.

#### **C. Audit**

The annual financial statements of the school are audited by a certified public accounting firm.

*Procedures*

1. The Business Manager prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.
2. The school submits to an audit of its financial statements by a qualified certified public accounting firm.
3. The school shall submit the audited financial statements to the Office of the State Auditor and the State Office of Education by the statutory deadline.

**1603 Payroll Tax Compliance**

*Control Objective*

To accurately prepare and file required tax documents on a timely basis.

*Major Controls*

**A. Preparation**

Quick Books is currently used to assist in the preparation of periodic payroll tax filings.

**B. Approval of Tax Returns**

Payroll tax documents are reviewed and approved by the Business Manager.

*Procedures*

1. The School maintains a schedule of required filing due dates for:
  - (i) *IRS Form W-2* - Wage and Tax Statement.
  - (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.(iii) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.(iv) *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
  - (i) Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the Business Manager for accuracy and completeness.



## **APPENDIX B: SAMPLE FORMS**

**FAST FORWARD PURCHASE ORDER**

<b>DATE</b>	<b>P.O. NO.</b>

<b>Vendor</b>
Name
Address
Attn:

<b>Ship To</b>
<i>Charter School</i>
Address
Attn:

<b>FOB</b>

<b>DESCRIPTION</b>	<b>QTY</b>	<b>RATE</b>	<b>ITEM #</b>	<b>AMOUNT</b>
<b>Total</b>				\$0.00

The above purchase order number must appear on all correspondence, packing sheets and bills of lading. Send invoices Attn: Business Manager

**FAST FORWARD PURCHASE REQUISITION FORM**

To:	Business Manager	Tel:		Fax:	
-----	------------------	------	--	------	--

FROM: \_\_\_\_\_

CLASSROOM : \_\_\_\_\_

**PLEASE ORDER THE FOLLOWING ITEMS FROM:**

Vendor Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone : \_\_\_\_\_ Fax : \_\_\_\_\_

Catalog No.	Page	Quantity	Description	Price	Total
			Shipping & Handling:		
					\$ _____

Charged to Account \_\_\_\_\_ Approved \_\_\_\_\_

School Director or Designee

Account Budget: \_\_\_\_\_ Approved \_\_\_\_\_

Business Manager

PO No.: \_\_\_\_\_

***FAST FORWARD PETTY CASH VOUCHER***

Requested By: \_\_\_\_\_

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

Amount: \_\_\_\_\_

Reason: \_\_\_\_\_

***Business Manager Approval:*** \_\_\_\_\_

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

***Account #:*** \_\_\_\_\_

***Amount:*** \_\_\_\_\_

**FAST FORWARD CHECK VOUCHER**

Date \_\_\_\_\_  
Amount \_\_\_\_\_  
Due Date \_\_\_\_\_

**PERSON MAKING THIS REQUEST**

- 1. Name \_\_\_\_\_
- 2. School \_\_\_\_\_
- 3. Phone # \_\_\_\_\_ Ext. \_\_\_\_\_
- 4. Funding Instructions \_\_\_\_\_  
(example: Primary, Secondary, Extended Day, and Specific Grants)

**PAYEE INFORMATION**

- 1. Payee Name \_\_\_\_\_
- 2. Street \_\_\_\_\_ and/or P.O. Box # \_\_\_\_\_
- 3. City \_\_\_\_\_ 4. State \_\_\_\_\_ 5. Zip \_\_\_\_\_
- 6. Phone # ( ) \_\_\_\_\_ - \_\_\_\_\_

**OTHER INFORMATION**

- 1. Purpose \_\_\_\_\_  
\_\_\_\_\_
- 2. Special Instructions \_\_\_\_\_
- 3. Business Office Should \_\_\_\_\_ Mail Check to Payee of  
\_\_\_\_\_ Notify ( ) when ready

.....  
 FOR BUSINESS OFFICE USE ONLY  
 ACCOUNTS PAYABLE  
 ENTERING DATE \_\_\_\_\_

DISTRIBUTION  
 Acct. # \_\_\_\_\_ \$ \_\_\_\_\_  
 Acct. # \_\_\_\_\_ \$ \_\_\_\_\_  
 Acct. # \_\_\_\_\_ \$ \_\_\_\_\_

TOTAL \$ \_\_\_\_\_

VENDOR NO.: \_\_\_\_\_ CHECK NO.: \_\_\_\_\_ DATE: \_\_\_\_\_

**NOTE: All Vendor supporting documentation must be attached to this form to process the check request.**

***FAST FORWARD CASH RECEIPT FORM***

**CASH  
RECEIPT**

**Date** \_\_\_\_\_

Received From \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Dollars \$ \_\_\_\_\_

For \_\_\_\_\_

HOW PAID	
CASH	
CHECK	
MONEY ORDER	

By \_\_\_\_\_

***FAST FORWARD ASSET DISPOSAL FORM***

	<b>Tag #</b>	<b>Asset Description</b>	<b>Book Value</b>	<b>Condition</b>	<b>Fair Market Value</b>	<b>Disposal or Sale</b>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Business Manager: \_\_\_\_\_

Date of Request: \_\_\_\_\_

School Director Approval: \_\_\_\_\_

Date of Approval: \_\_\_\_\_

***Business Office Use Only***

***Account Number:*** \_\_\_\_\_

***Amount:*** \_\_\_\_\_

NOTE: If the fixed assets above were originally purchased by grant funding, ensure that grant disposal policies are followed.

**FAST FORWARD WEEKLY TIME SHEET**

Name \_\_\_\_\_ Week Ending \_\_\_\_\_

DAY	Reg.	Hol.	Sick	Pers.	Vac.	Adm.	St Dev	Other	Total
Saturday									
Sunday									
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
<b>Total Hours</b>									

No overtime hours (hourly employees only) will be worked unless prior approval is received from the School Director.. Overtime hours are to be filled in under column other and OT written next to hours.

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Employee Signature \_\_\_\_\_

Supervisor Signature \_\_\_\_\_







***FAST FORWARD PROFESSIONAL DEVELOPMENT LEAVE REQUEST***

\_\_\_\_\_  
Name of Employee

\_\_\_\_\_  
Date Request Made

I request approval of the following day(s) as professional development leave:

Monday      Tuesday      Wednesday      Thursday      Friday

\_\_\_\_\_  
mo/day      mo/day      mo/day      mo/day      mo/day

List nature of professional development (workshop, observation, and meetings):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Classes will be covered by:

Substitute Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Lesson Plans and daily Procedures are located: \_\_\_\_\_

Comments (individual modifications, parent volunteers, etc.):

\_\_\_\_\_  
\_\_\_\_\_

Fee: \_\_\_\_\_ P.O. Number \_\_\_\_\_

Attach copy of registration form.

Business Office will not reimburse unless pre-approved in writing.

Please submit this form at least one month in advance to the School Director.

\_\_\_\_\_  
School Director

\_\_\_\_\_  
Business Manager Approval

\_\_\_\_\_  
Date of Approval

\_\_\_\_\_  
Account No. / Amount

Request not approved for the following reason: \_\_\_\_\_

\_\_\_\_\_

***FAST FORWARD TRAVEL REPORT***

Name of Traveler: \_\_\_\_\_  
Dates of Travel: \_\_\_\_\_  
Grant to be charged, if applicable: \_\_\_\_\_

Auto Mileage:      *Total Miles Driven*      \_\_\_\_\_  
                         *Less Round Trip to School*      \_\_\_\_\_

*Reimbursable Miles:*      \_\_\_\_\_ @ \$0.XX      = \$ \_\_\_\_\_

Meals and Incidentals Per Diem:      \_\_\_\_\_ days @ \$XX = \$ \_\_\_\_\_

Air-fare      = \$ \_\_\_\_\_

Train, bus, MBTA, Taxi      = \$ \_\_\_\_\_

Hotel      = \$ \_\_\_\_\_

Tolls/Parking      = \$ \_\_\_\_\_

Other (specify) \_\_\_\_\_ = \$ \_\_\_\_\_

**Total Expenses**      = \$ \_\_\_\_\_

**Less Advance Check # \_\_\_\_, if any** = \$ \_\_\_\_\_

**Amount Due Traveler**      = \$ \_\_\_\_\_

**Note:** If a balance is due back to the Charter School, please attach a check to this Travel Report.

**Traveler's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Approved by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Note:** If a above travel is incurred under a grant agreement, please indicate the grant name and amount to be charged as allowable grant expenditures.

**PLEASE ATTACH ALL RECEIPTS TO THE TRAVEL REPORT WHEN SUBMITTING FOR REIMBURSEMENT.**



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Policy on the Reporting of Child Abuse and Neglect

Governing Board recognizes that the Utah law requires the reporting of child abuse and neglect by any person who has reason to believe that a child has been abused or neglected. To implement this law, the Board authorizes school Administration to develop procedures for employees at Fast Forward Charter High School (FFCHS) to carry out the intent of the law. The Board also recognizes that the State Attorney General mandates this policy.

#### 1. Administration Policy

- A. The FFCHS Administration recognizes that, in order to fully implement the law on reporting of child abuse and neglect, school personnel must be fully informed and made aware of their responsibilities in this area. Therefore, the Administration shall cause that any school employee who knows or reasonably suspects that a child's health or welfare has been or appears to have been harmed as a result of abuse and/or neglect shall report and cause reports to be made in accordance with the procedures of this policy.
- B. The FFCHS Administration shall provide to all professional employees annual training on the subject of identifying and reporting children suspected of abuse or neglect.
- C. The FFCHS Administration shall distribute annually to all school employees copies of this policy and the Child Abuse-Neglect Report Form.

#### 2. Guidelines

- A. If a school employee knows or reasonably suspects that a child 17 years old or younger is being abused or neglected, the employee shall immediately make an oral report to the Principal or their designees. The employee shall also call by telephone to local city police, the county sheriff, or the office of the Division of Family Services to report the suspected abuse or neglect. Correlation with the Principal or their designees should be made to contact the same agency and person in reporting the abuse or neglect. Both the employee and the Administrator must make immediate contact to report the suspected abuse or neglect.
- B. To support the suspicion of abuse and neglect, professional school employees may (but are not required to) gather information by interviewing the child.
- C. If, after conducting the interview, it is determined that the child is in need of immediate medical attention, the employee shall follow FFCHS procedures for dealing with injuries or illness. However, contact with a parent or guardian for purposes of determining the cause of the injury shall be avoided.
- D. If the information gathered from interviewing the child supports suspected child abuse or neglect the following actions shall be taken:
  1. The Principal or his/her designee shall immediately report the case by telephone to the local city police, county sheriff, or office of the Division of Family Services.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

2. Within 24 hours after making the oral report, the school employee initiating the report shall complete and give to the Principal, or their designees the School's Child Abuse-Neglect Report Form.
- E. Upon receiving the Child Abuse-Neglect Report Form, the Principal, or their designees shall:
1. Mail one copy within 24 hours to the agency receiving the oral report (local city police, or county sheriff, or office of the Division of Family Services).
  2. Place one copy of all reported cases of suspected child abuse or neglect in separate file to be maintained by the Principal or his/her designee. Note: The Child Abuse-Neglect Report Form shall not be placed in the child's personal file.
- F. It is not the responsibility of the school employee to:
1. prove that the child has been abused or neglected, or
  2. determine whether the child is in need of protection.
- G. School employees shall not make contact with the child's family or other persons (relatives, friends, neighbors, etc.) for the purpose of determining the cause of the injury and/or apparent neglect.
- H. School employees are immune from any civil and/or criminal liability when reporting in good faith suspected child abuse or neglect. (§78-3a-20.10, Utah Code Annotated 1953, as enacted in 1978).
- I. Any school employee who willfully fails to report a case of suspected child abuse or neglect may face legal and/or disciplinary action up to and including termination of employment. (§78-2a-19, Utah Code Annotated 1953, as enacted in 1978).



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Student Fees Policy

#### A. Statement of Policy

- a. Starting in the 2020-2021 school year and on-going, Fast Forward Charter High School will no longer have any student fees.

#### B. Fee Waiver Policy

- a. Although Fast Forward Charter High School does not have fees, families of students who wish to apply for fee waivers are invited to obtain an application and a copy of the policy from the office. Applications must be made each school year to be valid. Applications must be returned to the school no later than September 30<sup>th</sup>. Fee waivers from a previous school are not valid at Fast Forward Charter High School.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Continuing Enrollment Policy

- A. The School shall use all the following continuing enrollment measures to track student attendance. All measures shall be documented by the teacher through attendance in the Student Information System (SIS):
  - 1. Live instruction of face-to-face interactions as scheduled shall be recorded and verified by the teacher in the SIS daily;
  - 2. Required participation in enrolled courses in the Canvas shall be synced in the SIS by the teacher; and
  - 3. Parents will be required to report any excused absences.
- B. The School shall document each student's continued enrollment status in compliance with the continuing enrollment measures at least once every ten consecutive school days.
- C. The School shall appropriately adjust and update student membership records in the student information system for students that did not meet the continuing enrollment measures.
- D. Active Online Attendance participation shall be defined as:
  - 1. Student attendance in an online course is defined as active participation in the course. Students should log in or participate multiple times each week. Teachers will verify the weekly attendance by syncing Canvas participation to the SIS. Participation for attendance purposes can include any of the following activities in a week:
    - i. Submitting assignments,
    - ii. Participating in an online or face-to-face discussion,
    - iii. Joining a live interactive meeting,
    - iv. Attending a course session on site,
    - v. Participating in small group instruction live or online, or
    - vi. Communicating with the instructor by email, feedback, live online, face-to-face, or phone.
  - 2. Students or parents aware of necessary absences must inform the teacher with as much advance notice as possible in order to make appropriate arrangements.
  - 3. If students are struggling to complete assignments or participate in a course, they should contact their teacher immediately so intervention plans can be formulated; and
  - 4. Any student who has not actively participated in an online class for longer than 10 days will be contacted by the school to resolve the non-attendance. To be counted as actively participating the student must be participating in the online courses as describe above.





# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Comprehensive Counseling and Guidance Program

#### A. Legal Authority & Requirement

1. UCA 53A-1a-106  
R277-462
2. Student Education/Occupation Plan (SEOP) definition Comprehensive Counseling and Guidance Program

#### B. Scope:

1. Every student in 9<sup>th</sup> through 12<sup>th</sup> grade at Fast Forward Charter High School shall:
  - a. Participate in multiple career development activities each year.
  - b. Develop a College and Career Readiness goal each school year. The student, along with their parent/guardian will have the opportunity to meet with their school counselor/classroom teacher to plan out their academic future by participating in the Comprehensive Guidance Program's Plan for College and Career Readiness activities.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Curriculum and Instruction General Responsibilities

A. Statement of Purpose

It is the responsibility of the department of Curriculum and Instruction to coordinate, develop, plan and evaluate instructional programs in order to assure the best educational program possible.

B. Directives from the Utah State Office of Education pertaining to instruction are reviewed and studied by committees coordinated by the department of Curriculum and Instruction for appropriate implementation.

C. The department of Curriculum and Instruction provide general leadership and administration for the career ladder program.

D. The department of Curriculum and Instruction has the responsibility to prepare courses of study cooperatively with administrators, teachers and community representatives. These courses will be submitted to the Governing Board for review and approval. Research, study and development of curriculum, exploration of solutions to meet needs, analysis of need for curriculum change and program modification are to be included.

E. Parents have the right to review and file complaints against the curriculum which will be reviewed by the Principal and the Governing Board.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Student Admissions and Transfers

#### A. Statement of Policy

##### a. Student Transfers

- i. Open Enrollment allows a student to enroll in and attend Fast Forward Charter High School other than the school in which boundaries he/she resides.
  1. When more students want to attend Fast Forward Charter High School than open seats, the Administration will conduct a lottery to bring in new students.
- ii. Students accepted into a school other than their boundary school are committed to attend their school of choice.
  1. Students desiring to attend a school other than their assigned school must apply for school transfer through Fast Forward Charter High School's lottery/waiting list.
  2. Applications for open enrollment transfer are accepted anytime during the school year.
  3. Students wishing to transfer schools and participate in athletics/extracurricular activities must comply with Utah High School Activities Association (UHSAA) transfer and eligibility guidelines.

##### b. Transfer of Student Records

- i. The educational records of students will be transferred on request to schools or educational institutions in which a student seeks or intends to enroll.

#### B. Transfer from Persistently Dangerous Schools

##### a. Definition

- i. "Persistently Dangerous School" means a school designated by the Utah State Board of Education in the annual report.

##### b. Identification of a Potential Transfer School

- i. Upon notification that the LEA has been designated as persistently dangerous, the LEA shall identify other public schools within the area who are able to receive transfer students from the designated school.
- ii. The LEA may not designate another persistently dangerous school within the area.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Patriotic and Civic Education/Observance

- A. It is the policy of Fast Forward Charter High School that patriotic education shall be included and primarily taught in the social studies curricula. However, all educators share the responsibility for patriotic education.
- B. In accordance with Utah 53G-10-301 and R277-475, students shall be taught the history of the American flag, etiquette, as well as customs pertaining to the display and use of the flag. School staff is encouraged to enhance our patriotic heritage through appropriate observances on or near days of historic significance. The Pledge of Allegiance to the flag shall be recited by students at least once a day at the beginning of the school day and when directed by school code.
- C. Each student shall be informed by posting a notice in a conspicuous place that the student has the right not to participate in reciting The Pledge of Allegiance. A student shall be exempted from reciting the pledge upon written request from the student's parent or legal guardian.
- D. In accordance with Utah 53G-10-301 and R277-475, the national motto will be prominently displayed on campus and each classroom will display an American flag.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Public School Data Confidentiality and Disclosure

#### Statement of Policy

It is the policy of Fast Forward Charter High School Governing Board to provide fair and timely public access to information contained in district records and at the same time protect an individual's right to privacy in relation to personal data gathered by the LEA. Fast Forward Charter High School Governing Board has adopted this policy in compliance with the Government Records Access Management Act (GRAMA), Utah Code 63-2-701, annotated 1991. The Board directs the principal to develop the LEA's records access and management procedures in accordance with this policy.

#### I. Policies

##### A. Public Records

1. Public records shall include official minutes, actions and decisions of the Governing Board and LEA Administration unless the record involves information, which is classified as private, controlled or protected. Public records also include official LEA and school policies, contracts, minutes, accounts, employment records to the extent they disclose only names, gender, job titles, job descriptions, business addresses, business telephone numbers, gross salaries, working hours and dates of employment. Public records shall also include formal criminal charges against an employee unless in the judgment of the principal, or principal's designee, the charges are without foundation and fact.
2. Public records shall be open for public inspection during regular office hours.

##### B. Private Records

1. Private records shall include personnel files including but not limited to applications, nominations, recommendations, evaluations, proposals, for advancement or appointment, all documents related to eligibility for unemployment benefits, social services, welfare benefits, personal finances, individual medical conditions, military status, and immunization records.
2. Student records are designated as "Educational Records" and the disclosure of such educational records is not governed under GRAMA but under 20 U.S.C. 300 et seq. The LEA may not release information related to educational records without parental consent, except as provided in the Family Education Rights and Privacy Act (FERPA).
3. Private records shall be open only to the subject of the record and other authorized individuals or agencies. Access to student records shall be provided in accordance with FERPA. The LEA may assume that either parent (in the case of the parents being divorced or separated) of the student has the authority to inspect and review educational records of the student, unless the LEA has received evidence that there is a legally binding instrument, law, or court order governing the matter which provides to the contrary.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- a. Under authority of Utah Code 63-2-201 (5) (b) immunization records will be disclosed only to those with a need to know based on the rationale that such disclosure will:
  - i. increase the accuracy of immunization records;
  - ii. remove a barrier to increase immunization levels;
  - iii. outweigh any interest favoring restrictions of access to the immunization record.
- b. Individuals or organizations with a need to know are defined as:
  - i. physician offices
  - ii. other patient care facilities
  - iii. local health departments
  - iv. schools
  - v. childcare facilities
  - vi. other who maintain immunization records and/or administer vaccines.

### C. Controlled Records

1. Controlled records shall include medical, psychiatric or physiological data of an individual which, if disclosed, could be detrimental to the individual's mental health or safety.
2. Controlled records shall be open only to the authorized persons or agencies but are not open to the subject of the records.

### D. Protected Records

1. Protected records include any information that, if disclosed, would jeopardize the life or safety of an individual or security of LEA property or program. Documents that, if disclosed, would place the LEA at a disadvantage in contract negotiations, property transactions, or bargaining positions or could enable circumvention of an audit; records related to potential litigation or personnel or hearing; records related to potential litigation or personnel or hearing; records generated in meetings which are closed in accordance with the Utah Open Public Meetings Law; and test questions.
2. Protected records shall only be open to authorized individuals and agencies or in response to court order.

### E. Exempt Records

1. Exempt records include student records which are protected by the Family Educational Rights and Privacy Act.
2. Guidelines

II. Beginning March 1, 1992, all records or record series that are created shall be examined and classified as to whether the majority of the information in the record series is public, private, confidential, or protected. If there is information within a classification other than the primary classification, the appropriate classifications for this information should be indicated. Although it is not necessary to classify records or record series created before April 1, 1992, until



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

information is added to the record series or a person requests access to the information, all active files should be classified before March 1, 1992. A record or record series may be reclassified at any time.

### A. Management

- a. Documents shall be managed by the administration in the school and by each separate department of the LEA office.

### B. Access to LEA Records

- a. Request to view LEA records should be addressed to the Director of Human Resources during regular business hours.
- b. Individuals requesting to view records classified as “Private, Controlled and Protected” shall be required to submit their request in writing. Requesters must prove their right to access to the records through personal identification, written release from the subject of the record, power of attorney, court order or other appropriate means.
- c. The Director of Human Resources shall determine whether access to the requested records is to be granted or denied.

### C. Fees for Search and/or Duplication of Records

- a. Fees will be charged for photocopying information at the rate of \$.10 per copy.
- b. In the case of voluminous requests (more than 50 pages), the number of pages may be limited to 50.
- c. Fees will also be charged for requests for information involving extensive searches.
- d. The fee will be \$15.00 per hour for research taking longer than one-half hour and a fee of \$25.00 per hour for creating reports that are not already compiled.
- e. There is no requirement that a record must be created in response to a request, but can be done if it does not unreasonably interfere with regular duties and responsibilities of LEA staff and the requester agrees to pay the additional cost of providing the record.

### D. Procedures

- a. Each requester shall submit a written request specifically identifying those documents requested. The request shall specifically state whether the documents sought are:
  - i. to be copies;
  - ii. identified to determine whether they are subject to disclosure;
  - iii. to be allowed to inspect a specific record.

### E. Response Time

- a. The LEA shall respond to the request to copy records within fifteen (15) days.
- b. If the LEA finds that it does not have adequate resources to respond to document requests and appeals in the time period set forth in section 63-2-204 (6) of the Utah Code, it may delay approval or deny the request for an additional number of days as specified in Utah Code.
- c. That LEA shall respond to an appropriate request by:



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- i. approving the request and providing the records;
- ii. Denying the request;
- iii. Notifying the requester that it does not maintain the records; or
- iv. Notifying the requester that extraordinary circumstances exist which make it impractical to approve or deny the request and specifying the earliest time when the records will be available.

### F. Appeals Process

- a. In the event that the LEA either denies access of the right to copy a requested document, the requester shall submit an appeal of the request to the Governing Board of the LEA in writing which specifically states the documents which have been designated for copying or for inspection, the date of the request, the date of the denial of the request, all circumstances surrounding the denial, and the reasons stated for the denial. The Governing Board shall respond to such request within thirty (30) days after the requester has submitted the appeal to the Governing Board. The Governing Board shall submit a written response with granting the requester's request or affirming the denial of the request for documents.
- b. Any party may appeal the Governing Board's decision to the LEA court in the county where the LEA is located. The petition shall be filed no later than fifteen (15) days after the date of the Governing Board's decision or order.

### G. Retention of LEA Records

- a. The LEA shall adhere to the general schedule for records retention approved by the State Records Committee.

### H. Amendment of Records

- a. An individual may contest the accuracy or completeness of any public, or private, or protected record concerning him\her by requesting the LEA to amend the record. However, this provision does not affect the right of access to private or protected records. This provision does not apply to records relating to title of real property, medical records, judicial case files, or any other records that the LEA determines must be maintained in their original form to protect the public interest of preserve the integrity of the record keeping system.
- b. The request to amend shall contain the requester's name, mailing address, day-time telephone number and a brief description explaining why the specific record should be amended.
- c. The LEA shall issue an order either approving or disapproving the request to amend no later than thirty (30) days after the request is made. The order shall state reasons for the decision. If the request is denied, the requester may submit a written statement contesting the information in the record. The LEA shall place the statement whenever the contested record is disclosed.





**EAST FORWARD**  
CHARTER HIGH SCHOOL

---

Electronic Devices and Acceptable Use of Technology

A. Statement of Purpose

The Board of Education promotes an environment conducive to teaching and learning. The board recognizes that, depending on how it is used, a personal electronic device may be either a valuable instructional tool or a source of disruption. This policy provides direction on appropriate use of electronic devices.

B. Statement of Policy

With respect to personal or privately-owned electronic devices and technology, schools shall create and maintain acceptable use policies that are consistent with District policy. Regarding the use of district-owned technology and school Internet access, all use is a privilege that may be granted as well as withdrawn. Students, employees, volunteers, and guests are expected to be aware of and abide by the technology terms and conditions.

C. Definitions

- a. “Electronic device” means a device that is used for audio, video, or text communication or any other type of computer or computer-like instrument including, but not limited to:
  - i. a smart phone;
  - ii. a smart or electronic watch;
  - iii. a tablet, Chromebook, laptop; or
  - iv. a virtual reality device.
- b. “District-owned electronic device” means an electronic device that is purchased by the District to which access is given for students, employees, volunteers, or guests. Such electronic devices may include but not be limited to desktop or laptop computers, cellphones, tablets, servers, routers, or any other device used for audio, video, or text recording or communication.
- c. “Guest” means an individual:
  - i. who is not a student, employee, or volunteer of a public school; and
  - ii. who is on school property or at the site of a school-sponsored activity or event.
- d. “Inappropriate content” means pornographic or indecent content defined in Utah Code §76-10-1235; threatening, harassing, or discriminatory content; or content that a reasonable person would consider harmful to students/minors considering ages and circumstances.
- e. “Personal electronic device” or “privately-owned electronic device” means a device, including an electronic device, that is used for audio, video, text communication, or other type of computer or computer-like instrument that is not owned or issued by the district to a student, employee, or volunteer. 2

D. Acceptable Uses and Prohibitions

All devices, personal or district-owned, that are on district property, at a district-sponsored event, or are connected to district networks or district systems must comply with the contents of this and other applicable board policies and district administrative procedures.

- a. Electronic devices may be used during school or school events as follows:



## EAST FORWARD

CHARTER HIGH SCHOOL

---

- i. Teachers may use electronic devices for instruction or to help improve instruction and in accordance with school policies under the direction of the principal.
  - ii. Individual schools, the principal, or a teacher may limit the use of personal electronic devices during instructional time and other school activities in accordance with school policies.
  - iii. Teachers shall provide information within course descriptions and disclosure statements regarding technology use in the classroom.
  - iv. Students shall not be required to use or share personal electronic devices for instructional purposes. A parent or legal guardian may request in writing to the school administration that their student not use their personal electronic device for instruction.
  - v. When technology is used in the classroom during instruction (district-owned electronic devices or personal electronic devices), all students shall have access to suitable technology.
  - vi. When using district-owned electronic devices or personal electronic devices, users shall use district approved applications.
  - vii. Electronic devices may not be used during standardized assessments, unless specifically allowed by statute, regulation, student IEP, or assessment directions.
- b. All uses of district owned or personal electronic devices are subject to federal and state laws related to privacy and access, including the Family Educational Rights and Privacy Act (FERPA), Children’s Internet Protection Act (CIPA), Utah Student Privacy and Data Protection Act, and the Government Records Access and Management Act (GRAMA).
- c. Prohibited use of electronic devices on school property or at school events includes but is not limited to, the following:
- i. Electronic devices shall not be used to take photographs or video of students, employees, volunteers, or guests without permission and for non-educational purposes and/or purposes that do not further the educational mission of the District and its schools. This prohibition does not include district owned surveillance equipment and does not include taking photographs or videos to capture and preserve a record of school-sponsored activities or events.
  - ii. Electronic devices shall not be used to communicate discriminatory messages or to bully, humiliate, harass, or intimidate students, employees, volunteers, and guests.
  - iii. Communications via electronic devices shall not contain abusive language, any form of pornography or indecent content, profanity, crude or off-colored humor, or language regarding sex or sexuality outside of approved curriculum.
  - iv. Electronic devices shall not be used for conduct constituting boundary violations, grooming of any kind, or other similar communications with, toward, or about any student.



**EAST FORWARD**  
CHARTER HIGH SCHOOL

---

- v. Electronic devices shall not be used in intimate areas such as bathrooms and locker rooms. In the event an emergency call needs to be taken or made, a person shall leave the area to accept or make the call.
  - vi. Capturing unauthorized photographs and audio or video recordings and/or transmitting images or recordings that constitute an invasion of reasonable expectations of privacy is strictly prohibited.
  - d. Prohibited uses of electronic devices shall incur administrative consequences, and illegal use of electronic devices on school premises or at school activities shall be reported to law enforcement.
- E. The school and Granite School District are not responsible for the loss of or damage to any personal electronic device.
- F. Each individual school shall develop a school electronic device policy for students, employees, volunteers, and guests, governing the use of electronic devices on school premises and at school sponsored activities.
- a. The school electronic device policy shall be developed with school community stakeholders and will include permissible and restricted uses of electronic devices that promote classroom learning and minimize disruptions.
  - b. The school electronic device policy shall be communicated to parents, legal guardians, and students and will be posted on the school's website.
  - c. School electronic device policy shall include specific disciplinary consequences that may be imposed for violations of the policy.
  - d. School electronic device policies shall be reviewed annually by School Leadership and Improvement Services in consultation with Educational Technology.
- G. Use of District-Owned Technology
- a. In addition to the requirements of this policy, each year, students, employees, and volunteers who use district-owned electronic devices shall sign terms and conditions for acceptable use as a precondition for using district-owned technology. The terms and conditions are attached to this policy.<sup>4</sup>
  - b. Each school shall, within the first 45 days of the start of each school year, provide school-wide or in-classroom training to students that covers:
    - i. District and school Internet and electronic device policies;
    - ii. digital citizenship;
    - iii. District and school student digital conduct and policies;
    - iv. benefits of connecting to the Internet and using the school's Internet filters while on school premises; and
    - v. related consequences of violating Internet and electronic device policies, including discipline



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Student Travel

#### A. Domestic Travel

##### a. Statement of Purpose

The Governing Board believes that students should devote as much time as possible to the pursuit of their educational program at their assigned school. The Governing Board also believes that student travel may enrich school activities. Therefore, student travel may be a valid part of the educational experience. Administrators must balance these benefits with considerations of time students are away from home and/or school and the economic burden travel costs can have on individual families.

##### b. Guidelines

It is important that guidelines be established to assist in planning travel. The Governing Board authorizes the administration to approve requests for student travel within the United States based upon the following guidelines and other reasonable considerations arising from individual requests:

- i. All travel must relate directly to the curriculum or activities for which the group is organized.
- ii. Day trips within the State of Utah are acceptable for all students. Out-of-state/overnight travel is subject to approval by the principal and School Accountability Director.
- iii. Standard application forms for student travel are to be submitted to the principal and appropriate School Accountability Director for approval at least 60 calendar days prior to the proposed trip. Under no conditions shall teachers, students, or parents make arrangements for student travel until the request has been approved by the principal and School Accountability Director. To proceed otherwise will nullify the request.
- iv. Overnight travel is limited to a maximum of three school calendar days per trip. The principal may recommend exceptions to the School Accountability Director for review and recommendation to the Superintendent and Board of Education. Exceptions shall be rare and will require approval from the Governing Board.
- v. In most cases, overnight travel within the state will be by LEA transportation or insured commercial carriers. The principal may recommend exceptions to the School Accountability Director. Without exception, travel outside of the state will be by insured commercial carriers. (See Administrative Memo No. 58.)
- vi. In an effort to control costs and make travel safer and more convenient, travel outside of the State of Utah will be limited to the following states: Arizona, California, Colorado, Idaho Nevada, New Mexico, Oregon, Washington, and Wyoming. The principal may recommend exceptions to the School Accountability Director for review and recommendation to the



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- Superintendent and Board of Education. Exceptions shall be rare and will require approval from the Governing Board.
- vii. Lodging for overnight trips must be provided in a commercial lodging facility. The principal may recommend exceptions to the School Accountability Director in consultation with the Assistant Superintendent of School Accountability and/or Superintendent. March 2016
  - viii. There shall be at least one adult, either a chaperon or a supervisor, for every 10 students, with both male and female chaperons if there is a co-ed group. A LEA employee/teacher shall supervise all travel, and parents may be included as chaperons.
  - ix. The Governing Board annually establishes a fee schedule that specifies the maximum fees that can be required for travel costs. However, all fees are subject to waiver for eligible students.
  - x. For travel that exceeds the maximum out-of-pocket expense, students shall be given sufficient opportunities to participate in various school-sanctioned fundraisers to raise all or some portion of the costs. Alternatively, students may elect to pay their own additional travel costs. Fundraising for travel should conform with the LEA policy Article V.C.11., Fundraising. Schools shall consider the following two basic premises when considering student travel:
    - 1. principals shall work closely with school community councils regarding decisions on student travel options and should only approve travel that does not exceed the LEA Fee Schedule or preclude, for whatever reason, some student(s) from traveling with their peers and
    - 2. students shall be given sufficient fundraising opportunities to cover the entire cost of the trip, if desired.
  - xi. The parent or legal guardian of each student participant will submit a written release to the advisor prior to all travel events and fundraising activities indicating permission to participate and assuming liability for foreseeable risks. The release shall also indicate acknowledgement of the school's right to send a student home from any event or activity for disciplinary reasons at the parents or guardians' expense.
    - 1. If a student decides to withdraw from participation or to cancel travel plans, all funds generated during fundraising will remain in the team or organization's account. Fees paid out-of-pocket by students are refundable unless the fees have been spent on the student's behalf and cannot be recovered by the school. Students must receive a disclosure containing a provision clearly establishing deadlines for payment and an explanation that non-recoverable expenses will not be refunded.
  - xii. All costs will be subject to the LEA's purchasing procedures.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- xiii. Parents shall be offered reasonable opportunities to provide input regarding travel events for their student(s) and fundraising activities before travel plans are finalized.

### B. Foreign Travel

The Governing Board recognizes the educational value of foreign travel. However, foreign travel does not fit within the basic program of study for which the LEA can assume cost or liability; therefore, the Board does not authorize foreign travel in connection with the LEA, schools, or employees in their LEA capacities. Credit can be arranged for students participating in pre-approved study programs.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### School Attendance, Dropout, and Truancy Prevention

#### A. Purpose and Philosophy

To empower all students to function effectively in the society in which they live, the Governing Board of Fast Forward Charter High School, FFCHS (Board) promotes and encourages regular school attendance of all students and implementation of appropriate interventions when students are truant. Accordingly, FFCHS expects parents and students to fully comply with the State's compulsory attendance law.

#### B. School Attendance Principles

Frequent absences of students from regular classroom learning experiences disrupt the continuity of the instructional process. The Board supports the following school attendance principles:

- a. The entire process of education requires regularity of instruction;
- b. The goal of achieving maximum educational benefits requires regular attendance, classroom participation, and study;
- c. It is reasonable to consider a student's class participation in evaluating student progress;
- d. Regular interaction between students in the classroom and student participation in well-planned instructional activities under the direction of a competent teacher are essential to the learning experience;
- e. The Board recognizes that Utah law requires parents to ensure the attendance of their school age children in school; and
- f. It is reasonable to expect school administrators to encourage a parent or legal guardian to comply with Utah attendance laws to ensure regular student attendance and punctuality.

#### C. School Attendance Procedures

Each school shall establish attendance procedures to help parents and students with their responsibility for regular school attendance. Attendance Procedures shall include, but are not limited to, the following:

- a. School Staff Promotion of Good Attendance by:
  - i. Setting a proper example of promptness and regular attendance;
  - ii. Encouraging student attendance through teaching methods which motivate student involvement and participation in the learning process;
  - iii. Conducting periodic discussions centered on the value of punctuality and the relationship between good attendance habits and future career goals;
  - iv. Counseling with a parent or legal guardian and student when a student's absences are interfering with a successful classroom experience; and
  - v. Expecting students to attend school every day and arrive promptly.
- b. Accounting and Definitions
  - i. Teachers shall conduct a minimum of two attendance checks each school day.
  - ii. School Attendance and Truancy Intervention



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- iii. When marking a student's attendance, the following definitions shall apply:
1. "Absence" means the failure of a school-age child assigned to a class or class period to attend a class or class period.
  2. "Unexcused absence" means an absence charged to a student when the student was not physically present in the assigned class or class period at any of the times attendance checks were made and the student's absence could not be accounted for by evidence of a valid excuse in accordance with this policy or the school's attendance procedures.
  3. "Excused absence" means a student's absence from school which has been verified by a parent/guardian or school administrator in accordance with school level procedures and is for a reason identified by state law or policy as valid including:
    - a. illness, which may be either mental or physical;
    - b. a scheduled family event if the parent/guardian submits a written statement at least one school day before the scheduled absence;
    - c. medical appointment;
    - d. family emergency;
    - e. death of family member or close friend;
    - f. pre-approved extended absences in compliance with Section 3.4; and
    - g. approved school activity.Excused absence does not mean a parent acknowledgement of an absence for a reason other than a reason described in [3] above. Although an absence may be identified as "excused", the student is responsible to make up course work for the days missed in accordance with the school level procedures.
- c. Parent or Legal Guardian Notification
- i. Absence. The school shall make reasonable attempts to notify a custodial parent or legal guardian of student absences.
  - ii. Injury or Illness. The school shall notify the custodial parent and, if requested in writing by a non-custodial parent, make reasonable efforts to notify the non-custodial parent, of a student who is injured or becomes ill at school during the regular school day if:
    1. the injury or illness requires treatment at a hospital, doctor's office, or other medical facility not located on the school premises;
    2. the school has received a current telephone number for the party it is required to notify or make reasonable efforts to notify; and





# FAST FORWARD

## CHARTER HIGH SCHOOL

---

3. the non-custodial parent is not under a court order restricting contact with the student. The custodial parent is responsible for providing the school with a certified copy of any such court order.
- iii. Academic Progress. The teacher shall notify a custodial parent/guardian, by phone, in person, or in writing (email, letter, midterm report, etc.), when:
  1. a student is failing or receiving a “1” related to attendance issues; or
  2. a student displays a pattern of excessive absence or tardiness, or when student achievement does not match grade level expectations.
- d. Pre-Approval of Extended Absence
  - i. If the custodial parent or legal guardian of a student reasonably foresees their student will be absent from school for an extended period of time, the parent/guardian shall submit a written request for preapproval of the extended absence to the school’s administration.
  - ii. The school administrator shall review the request, along with the student’s current schedule and grades. If the school administrator finds that the proposed extended absence will not adversely impact the student’s education, the administrator shall approve the extended absences as “excused absences.”
  - iii. If the school administrator finds that the extended absences will adversely impact the student’s education, the administrator shall deny the request and inform the parent in writing that such absences will not be deemed “excused” and may be considered to be trancies or violations of compulsory education law.
  - iv. It must be understood that participation in classes is a vital aspect of learning and assessment of learning. Reduction of class requirements cannot be expected for extended absences and prolonged absences may result in a lower grade in many classes as there is no way to duplicate the activities of some classes while the student is absent.

### D. Truancy Prevention and Intervention

FFCHS Board and Administration encourage good attendance, identify interventions to resolve attendance problems, and to facilitate the processing of chronically truant students. When a student has been absent ten (10) or more days (non-consecutive) without contact between the school and a parent, that student is truant.

#### a. Definitions

- i. “School day” means the portion of a day that school is in session in which a school-age child is required to be in school for purposes of receiving instruction.
- ii. “Truant” means a condition in which a school-age child, without a valid excuse, is absent for at least half of the school day; or if the school age



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

child is enrolled in a learner verified program, as that term is defined by the state board, the relevant amount of time under the policy regarding the school's continuing enrollment measure as it relates to truancy. A school-age child may not be considered truant more than one time during one school day.

b. Interventions

The school shall make and document efforts to resolve a student's attendance problems and shall include, as reasonably feasible:

- i. counseling of the student by school staff using positive behavioral interventions and supports;
- ii. making any necessary adjustment to the curriculum and schedule to meet special needs of the student, as determined by Administration;
- iii. considering alternatives proposed by a parent or legal guardian;
- iv. monitoring school attendance of the student;
- v. home visits, as determined by administration and counseling staff;
- vi. providing a student's parent, upon request, with a list of resources available to assist the parent in resolving the student's attendance problems;
- vii. issuing a Truancy Citation to a student who is in grade 9 or above;
- viii. issuing a Notice of Truancy to a student who is in grade 9 or above;
- ix. issuing a Notice of Compulsory Education Violation to the parent or legal guardian of a student who is in grade 9 through 12.

c. Truancy Citations and Notice of Truancy

Earnest and persistent efforts to resolve student attendance problems may include the issuance of a Truancy Citation and/or Notice of Truancy, as follows:

- i. Truancy Citations. A school administrator or a designee may issue a Truancy Citation to a school-age child who is in grade 9 or above. A copy of the Truancy Citation shall be personally delivered or mailed by regular mail to the parent or legal guardian of the school-age child.
- ii. Notice of Truancy. A school administrator or a designee may issue a Notice of Truancy to a school-age child who is in grade 9. The Notice of Truancy shall:
  1. identify the classes and/or dates for which the student has been considered truant;
  2. direct the student and parent to meet with school administration to discuss the student's truanancies; and
  3. inform the student and parent that Utah State Law requires their cooperation in securing regular attendance of the school-age child.
- iii. Copies of truancy citations and notices shall be retained in the student's permanent record.
- iv. If a student enters or leaves the school, truancy citations and notices issued may follow the student at the discretion of the receiving district/school.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- v. The parent shall have the right to appeal a truancy citation or notice of truancy in writing to the administrator within ten (10) days of being issued.
- d. Compulsory Education Violation

A school administrator or a designee acting as a school resource officer, may only issue a Notice of Compulsory Education Violation to the parent of a school-age child in grade 9 through 12 if the school-age child is truant at least five (5) times during the school year.

  - i. The Notice of Compulsory Education Violation shall:
    - 1. direct the parent to meet with school authorities to discuss the student's attendance problems;
    - 2. the parent to cooperate with the school in securing regular attendance by the student;
    - 3. designate the school authority with whom the parent is required to meet;
    - 4. state that it is a class B misdemeanor for the parent to intentionally or without good cause fail to meet with the school authority or fail to prevent the student from being truant five (5) or more times during the remainder of the school year.
  - ii. The Notice of Compulsory Education Violation must be served on the school aged child's parent by personal service or certified mail.
  - iii. If a parent or legal guardian intentionally or without cause fails to meet with the school authority or the school-age child is absent without a valid excuse an additional five (5) or more times during the remainder of the school year, and If school personnel have reason to believe that, after a notice of compulsory education violation is issued the parent has failed to make a good faith effort to ensure that the student receives an appropriate education, the issuer of the compulsory education violation shall report to the Division of Child and Family Services:
    - 1. identifying information of the school-age child and the school-age child's parent who received the Notice of Compulsory Education Violation;
    - 2. information regarding the longest number of consecutive school days the school-age child has been absent or truant from school and the percentage of school days the school-age child has been absent or truant during each relevant school term;
    - 3. whether the school-age child has made adequate educational progress;
    - 4. whether the school-age child is two or more years behind the school's age group expectations in one or more basic skills;
    - 5. whether the school-age child is receiving special education services or systematic remediation efforts; and



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

6. efforts made by the school to resolve the school-age child attendance problems.
  - iv. If FFCHS administration efforts are not successful, the Student Success Team management team shall review the interventions and documentation. Administration will continue to work with the parent(s) and school-age child to resolve attendance issues. The Administration shall report violations to the appropriate county or district attorney.
- E. School-aged Child Exempt from School Attendance  
The school may not issue a citation for truancy or compulsory education violation if the school- age child is properly exempt from school attendance.
- F. Policy Dissemination and Review  
FFCHS shall provide annual notification of the school attendance and discipline policies to the parent/guardian(s) of all students at the time of registration.
- a. Definitions
    - i. “Certified mail” means notification sent through the U.S. Post Office that requires a signature of acceptance for the letter. A signed receipt notifies the sender that the letter was accepted.
    - ii. “School-age child” means a minor who is at least six years old, but younger than 18 years old; and is not emancipated.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Student Restorative Discipline

The Governing Board recognizes that effective discipline is carried out within a restorative model wherein student interpersonal relationships, personal dignity, mutual respect, understanding, and restitution are the top priorities. The Governing Board also recognizes that a restorative model of discipline must be included in a Multi-Tiered System of Supports (MTSS) for students. The Governing Board, therefore, delegates to the LEA Administration responsibility for establishing regulations for staff responsibility in restorative discipline for enrolled students.

#### I. Definitions

- a. Restorative Discipline: the discipline of student behavior where interpersonal relationships, personal dignity, mutual respect, understanding, conferencing, and restitution are the disciplinary strategies instead of punishment and retribution.
- b. Multi-Tiered Systems of Supports: a framework for academic and behavioral concerns. The premise behind MTSS is that academic and behavioral problems are addressed through a systematic problem-solving model. This model includes a primary, secondary, and tertiary support system that increases in the intensity of intervention.
- c. Emergency Safety Interventions: the use of seclusionary time out or physical restraint when a student presents an immediate danger to self or others [Utah Compilation of School Discipline Laws and Regulations R277-609-2.\(3\)\(a\)](#)
- d. Physical Restraint: a personal restriction that immobilizes or significantly reduces the ability of a student to move the student's torso, arms, legs, or head freely. The length of the restraint and the amount of force used should be for the shortest duration and the least amount necessary to diffuse the emergency situation and ensure the safety of the student(s) and others. The use of prone, or face-down physical restraint; supine, or face-up physical restraint; physical restraint that obstructs the airway of a student; or any physical restraint that impacts a student's primary mode of communication is strictly prohibited. [Utah Compilation of School Discipline Laws and Regulations 53G-8-301.3](#)
- e. Seclusionary Time Out: is the involuntary confinement of a student alone in an enclosed room when a student is prevented from leaving. [USBELeast Restrictive Behavioral Interventions and Utah Compilation of School Discipline Laws and Regulations R392-200 and R710-4](#)
  - i. Seclusionary time out, when used with a student, means all the following conditions are met:
    1. The student is placed in a safe enclosed area by school personnel;
    2. The student is purposefully isolated from adults and peers;
    3. The student is prevented from leaving, or the student reasonably believes that the student will be prevented from leaving, the enclosed area.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- f. Physical Escort: Physical escort is an intervention that “...limit(s) a person’s movement by using body contact,” and is, therefore, a conditional procedure. Several physical escorting procedures may be effectively used depending on:
    - i. The program goals and objectives,
    - ii. The age of the student
    - iii. The physical size and strength of the student,
    - iv. The physical size and strength of the staff member(s), and
    - v. The student’s behavioral and emotional history.
    - vi. Physical escort is only done when safety is a concern. Physical escorts are categorized by their level of intrusiveness. The following types of physical escorting procedures may be used as part of a comprehensive program plan and are part of the annual Therapeutic Intervention and Manual Restrain in-service training:
      - 1. Touch prompt to the back or shoulder (not regulated, but part of the hierarchy)
      - 2. Physical Guidance
      - 3. Physical Escort-Only allowed if trained by the Intensive Student Behavior Team.
- II. Administrative Regulation
- a. MTSS Framework
    - i. In order to maintain a safe, positive, and inclusive learning environment, each school principal shall work cooperatively with faculty members, parents, and students to establish safety measures, quality instruction, maintenance of relationships, and maintain a clean, well-maintained school environment. Principals will be required to identify how their respective schools’ restorative disciplinary measures operate within an MTSS framework. Individual teachers will be responsible for maintaining high-quality positive behavior supports and instructional control in their classes and extracurricular assignments. All staff members will assist in maintaining discipline in other areas of the building and school grounds.
  - b. Safe Learning Environment
    - i. Teachers and other staff members will promote a safe learning environment for a continuum of student learners by establishing rapport with students and demonstrating qualities of honesty, fairness, and consistency in their dealings. Teachers are expected to help students develop and maintain respect for themselves, for others, and for school property. Teachers are expected to define clear expectations for the following domains of classroom behavior:
      - 1. The amount of movement required for an instructional activity.
      - 2. The types of conversations for the instructional activity.
      - 3. How to ask for help during the instructional activity.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

4. Definitions of what participation in the instructional activity looks like.
- c. Instruction
    - i. Teachers will maintain effective control of the instructional situation in order to provide optimum learning opportunities for all students. It is the responsibility of the teacher to plan lessons carefully and engage in instructional activities that further student interest and engagement. It is the responsibility of the teacher to adopt a positive behavior support system in their respective classroom where explicit classroom behavioral expectations are reviewed and reinforced regularly.
  - d. Principals
    - i. Principals will work with faculty members to develop school-wide positive behavior supports where explicit school-wide behavioral expectations are reviewed and reinforced regularly.
  - e. Restorative Discipline Procedures
    - i. In situations where student behavior becomes disruptive to the extent that it interferes with the learning and teaching process, the principal or teacher may utilize reasonable restorative discipline procedures.
    - ii. Student disciplinary action must be consistent with established state rules and regulations consistent with those rules and regulations found in the [Utah State Board of Education \(USBE\) Special Education Rules](#).
    - iii. No employee may inflict cruel or irresponsible punishment upon a student or exercise other liberties prohibited by statutory law including any form of corporal punishment as defined under [§53A-11-801\(2\)](#) of the Utah Code (If outside of Utah, find the related code).
    - iv. Students requiring discipline are to be dealt with in a professional and objective manner, without undue emotional displays.
    - v. All student discipline must incorporate a restorative component fostering belonging over exclusion, social engagement over control, and meaningful accountability over punishment.
  - f. Physical Restraint, Seclusionary Time Out, and Physical Escort
    - i. When student behavior becomes disruptive to the extent that immediate measures must be taken to avoid personal injury or abuse to themselves or others, teachers, acting en loco parentis, may use emergency safety interventions; physically restrain to control the student or students involved or use seclusionary time out.
    - ii. Physical Restraint, Physical Escort and Seclusionary Time Out in Fast Forward Charter High School will follow these explicit steps:
      1. Physical restraint, physical escort, and seclusionary time out initiation can only be provided by trained faculty and/or staff when student behavior has been deemed a real, immediate, and capable threat to student(s), faculty, and/or staff.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

2. Release Criteria: Physical restraint, physical escort, and seclusionary time out duration must be terminated:
    - a. After the minimum time necessary to ensure safety or
    - b. When the student is no longer a real, immediate, and capable threat to self, students, faculty, and staff.
  3. If a public education employee engages in physical restraint or physical escort of a student or the use of seclusionary time out, the employee shall immediately notify:
    - a. the student's parent or guardian; and
    - b. school administration
  4. If the student is eligible for special education, the director of special education must be notified as well.
  5. In a reasonable amount of time following the use of physical restraint, physical escort, or seclusionary time out, a formal process for debriefing the faculty and staff will take place in an effort to address any concerns on behalf of the employees involved as well as procedures to help prevent the need for physical restraint again for the involved student.
- g. Supervision
- i. Teachers will provide adequate supervision and structure in their classes and during assigned extracurricular assignments.
- h. Modeling Behavior
- i. Teachers have the responsibility to set and maintain high standards of behavior and act as role models to their students.
- i. Continuum of Interventions
- i. Fast Forward Charter High School will continue to develop, use, and monitor a continuum of intervention strategies and restorative discipline to assist students, including students whose behavior in school falls repeatedly short of reasonable expectations, by
    1. teaching student behavior expectations,
    2. re-teaching behavior expectations,
    3. enlist effective, evidence-based interventions matched to student needs prior to an administrative referral.





# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Bullying, Cyber-bullying, Hazing, and Retaliation

#### I. Purpose

Bullying, cyber-bullying and hazing of students and employees are prohibited, are against federal, state and local policy, and are not tolerated by Fast Forward Charter High School. Fast Forward Charter High School is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, Fast Forward Charter High School has in place policies, procedures, and practices designed to reduce and eliminate bullying, cyber-bullying, and hazing—including civil rights violations or actions based on a student's or employee's actual or perceived race, color, national origin, sex, disability, religion, religious clothing, gender identity, sexual orientation, or other physical or mental attributes—as well as processes and procedures to deal with such incidents. Bullying, cyber-bullying, and hazing of students and/or employees by students and/or employees will not be tolerated in Fast Forward Charter High School.

School officials have the authority to discipline students for off-campus speech and behavior that causes or threatens a substantial disruption on campus or during school activities, including violent altercations, or a significant interference with a student's educational performance and involvement in school activities. If after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion, pursuant to Utah Code Section 53G-8-205 and, loss of participation in extracurricular activities, and/or probation. If after an investigation, a school employee is found to have violated this policy, the employee shall be disciplined by appropriate measures up to, and including, termination.

#### II. Definitions

- a. "Abusive conduct" means verbal, nonverbal, or physical conduct of an employee to another employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine:
  - i. is intended to cause intimidation, humiliation, or unwarranted distress;
  - ii. results in substantial physical or psychological harm as a result of intimidation, humiliation, or unwarranted distress; or
  - iii. exploits an employee's known physical or psychological disability
    1. a single act does not constitute abusive conduct, unless it is an especially severe and egregious act that meets the standard under Subsection (A)(1), (2), or (3).
- b. "Bullying" means a school employee or student intentionally committing a written, verbal, or physical act against a school employee or student that a reasonable person under the circumstances should know or reasonably foresee will have the effect of:
  - i. causing physical or emotional harm to the school employee or student;



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- ii. causing damage to the school employee's or student's property;
  - iii. placing the school employee or student in reasonable fear of:
    - 1. harm to the school employee's or student's physical or emotional well-being; or
    - 2. damage to the school employee's or student's property;
  - iv. creating a hostile, threatening, humiliating, or abusive educational environment due to:
    - 1. the pervasiveness, persistence, or severity of the actions; or
    - 2. a power differential between the bully and the victim; or
  - v. substantially interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.
  - vi. the conduct described above constitutes bullying, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.
  - vii. “bullying” includes relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation.
- c. “Civil rights violation” means bullying, cyber-bullying, or hazing that is targeted at a student or employee upon the students’ or employees’ identification as part of any group protected from discrimination under the following federal laws:
- i. Title VI of the Civil Rights Act of 1964, including discrimination on the basis of race, color, or national origin;
  - ii. Title IX of the Education Amendments of 1972, including discrimination on the basis of sex; or
  - iii. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination on the basis of disability;
- d. “Cyber-bullying” means using the Internet, a cell phone, or another device to send or post text, video, or an image with the intent or knowledge, or with reckless disregard, that the text, video, or image will hurt, embarrass, or threaten an individual, regardless of whether the individual directed, consented to, or acquiesced in the conduct, or voluntarily accessed the electronic communication.
- e. “Disruptive student behavior” means the same as that term is defined in Utah Code Subsection 53G-8-210(1)(a).
- i. disruptive student behavior includes:
    - 1. the grounds for suspension or expulsion described in Utah Code Section 53G-8-205, and Fast Forward Charter High School’s Student Discipline Policy; and
    - 2. the following conduct described in Utah Code Subsection 53G-8-209 (2)(b):



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- a. use of foul, abusive, or profane language while engaged in school related activities;
  - b. illicit use, possession, or distribution of controlled substances or drug paraphernalia, and the use, possession, or distribution of an electronic cigarette as defined in Utah Code Section 76-10-101, tobacco, or alcoholic beverages contrary to law; and
  - c. hazing, demeaning, or assaultive behavior, whether consensual or not, including behavior involving physical violence, restraint, improper touching, or inappropriate exposure of body parts not normally exposed in public settings, forced ingestion of any substance, or any act which would constitute a crime against a person or public order under Utah law.
- f. “Hazing” means a school employee or student intentionally, knowingly, or recklessly committing an act or causing another individual to commit an act toward a school employee or student that:
- i. endangers the mental or physical health or safety of a school employee or student;
    - 1. involves any brutality of a physical nature, including whipping, beating, branding, calisthenics, bruising, electric shocking, placing of a harmful substance on the body, or exposure to the elements;
    - 2. involves consumption of any food, alcoholic product, drug, or other substance or other physical activity that endangers the mental or physical health and safety of a school employee or student; or
    - 3. involves any activity that would subject a school employee or student to extreme mental stress, such as sleep deprivation, extended isolation from social contact, or conduct that subjects a school employee or student to extreme embarrassment, shame, or humiliation; and
  - ii. is committed for the purpose of initiation into, admission into, affiliation with, holding office in, or as a condition for in a school or school sponsored team, organization, program, club, or event; or
  - iii. is directed toward a school employee or student whom the individual who commits the act knows, at the time the act is committed, is a member of, or candidate for membership in, a school or school sponsored team, organization, program, club, or event in which the individual who commits the act also participates.
  - iv. the conduct described in this Subsection F constitutes hazing, regardless of whether the person against whom the conduct is committed directed, consented to, or acquiesced in, the conduct.
- g. “Parent” means a student’s parent or guardian.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- h. “Restorative justice practice” means a discipline practice designed to enhance school safety, reduce school suspensions, and limit referrals to court, and is designed to help minors take responsibility for and repair the harm of behavior that occurs in school.
  - i. “Retaliation” means an act of communication intended:
    - i. as retribution against a person for reporting bullying, cyber-bullying, or hazing; or
    - ii. to improperly influence the investigation of, or the response to, a report of bullying or hazing.
  - j. “School” means a public elementary or secondary school, including a charter school
  - k. “School board” means:
    - i. a local school board; or
    - ii. a charter school governing board.
  - l. “School employee” means an individual working in the individual’s official capacity as:
    - i. a school teacher;
    - ii. a school staff member;
    - iii. an administrator; or
    - iv. an individual who is employed, directly or indirectly, by a school, school board, or school district;
  - m. “Trauma-Informed Care” means a strengths-based service delivery approach grounded in an understanding of and responsiveness to the impact of trauma, emphasizing physical, psychological, and emotional safety for both offenders and victims, and creating opportunities for victims to rebuild a sense of control and empowerment.
  - n. “Volunteer” means a person working under the direct supervision of a licensed educator.
- III. Actions Required to Create or Update Bullying Policies
- a. In addition to the requirements of Utah Code Subsection 53G-9-605 (3), Fast Forward Charter High School is required to:
    - i. develop, update, and implement policies as required by Utah Code Section 53G-9-605 and this rule;
    - ii. develop policy with the input from students, parents, teachers, school administrators, school staff, or law enforcement agencies;
    - iii. post a copy of [its]the Fast Forward Charter High School’s policy on the Fast Forward Charter High School website;
    - iv. develop an action plan to address a reported incident of bullying, cyber-bullying, hazing, or retaliation, [or abusive conduct];
    - v. provide a requirement for a signed statement that meets the requirements of Utah Code Subsection 53G-9-605 (3)([g]h) annually; and



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- vi. assess students about the prevalence of bullying, cyber-bullying, hazing, and retaliation in XYZ School:
  - 1. specifically, locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, bathrooms, locker rooms and lunch areas, will be provided on a bi-annual basis.

#### IV. Training

- a. All students, school employees, coaches, and volunteers at any school within Fast Forward Charter High School will receive annual training from a qualified professional regarding bullying, cyber-bullying, and hazing and retaliation. This training will address:
  - i. overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior;
  - ii. relational aggression or indirect, covert, or social aggression, including rumor-spreading, intimidation, enlisting a friend to assault a child, and social isolation;
  - iii. bullying, cyber-bullying, and hazing of a sexual nature or with sexual overtones;
  - iv. cyber-bullying, including use of email, web pages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school;
  - v. bullying, cyber-bullying, hazing and retaliation based upon the students' or employees' identification as part of any group protected from discrimination under the following federal laws:
    - 1. Title VI of the Civil Rights Act of 1964, including discrimination on the basis of race, color, or national origin;
    - 2. Title IX of the Education Amendments of 1972, including discrimination on the basis of sex; or
    - 3. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, including discrimination on the basis of disability; and
  - vi. training on civil rights violations will include compliance when civil rights violations are reported;
  - vii. bullying, cyber-bullying, hazing and retaliation including training and education specific to bullying based upon students' or employees' actual or perceived, characteristics, including race, color, national origin, sex, disability, religion, religious clothing, gender identity, sexual orientation, or other physical or mental attributes or and conformance or failure to conform to stereotypes; and
  - viii. awareness and intervention skills such as social skills training.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- b. A licensed educator shall supervise volunteers and is responsible for ensuring the volunteer is trained in the above areas. Volunteers shall report to their supervisor if the volunteer witnesses or is notified of a bullying, cyber-bullying, hazing, or retaliation incident among students or if the volunteer has reason to suspect such an incident. Volunteers shall not engage in bullying activities themselves and must follow policy requirements or may be asked to leave Fast Forward Charter High School schools if in violation of this policy.
- c. Fast Forward Charter High School will implement a youth suicide prevention program for students as described in Utah Code Section 53E-9-702.
- d. All licensed educators must complete 2 hours of professional development in youth suicide prevention training once every license renewal cycle.
- e. In addition to training for all school employees, students, employees, and volunteer coaches involved in any extra-curricular activity shall:
  - i. participate in initial bullying and hazing prevention training prior to participation in the extra-curricular activity;
  - ii. participate in initial bullying, cyber-bullying, and hazing prevention training to be completed by every employee by January 30, 2019 and repeated at least every three years thereafter;
  - iii. receive information annually of the prohibited activities list provided previously in this Policy and the potential consequences for violation of this Policy.

### V. Prohibitions

- a. A school employee or student shall not engage in bullying a school employee or student:
  - i. on school property;
  - ii. at a school related or sponsored event;
  - iii. on a school bus;
  - iv. at a school bus stop; or
  - v. while the school employee or student is traveling to or from a location or event described above in Subsection A (1) – (4)
- b. A school employee or student shall not engage in hazing or cyber-bullying a school employee or student at any time or in any location.
- c. A school employee or student shall not engage in retaliation against:
  - i. a school employee;
  - ii. a student; or
  - iii. an investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, or retaliation.
- d. A school employee or student shall not make a false allegation of bullying, cyber-bullying, hazing, or retaliation against a school employee or student.
- e. Any bullying, cyber-bullying, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### VI. Investigations

Fast Forward Charter High School will promptly and reasonably investigate allegations of bullying, cyber-bullying, and/or hazing. The XYZ School Investigators [insert name/s of at least 2 school employees, preferably one male and one female, in appropriate positions of authority, who are responsible to receive, investigate, and respond to reports] will be responsible for handling all complaints by students and employees alleging bullying, cyber-bullying, or hazing as outlined in the procedures below [insert procedures by which reports are to be made to the School Investigators]. It is Fast Forward Charter High School's policy, in compliance with state and federal law, that students have a limited expectation of privacy on the school's Internet system, and routine monitoring or maintenance may lead to discovery that a user has violated LEA policy or law. Also, individual targeted searches will be conducted if there is reasonable suspicion that a user has violated policy or law. Personal electronic devices of any student suspected of violation of the above policy will be confiscated for investigation and may be turned over to law enforcement.

- a. Fast Forward Charter High School shall adopt an action plan in accordance with State Board of Education Administrative Rule Subsection R277-613-4(1)(c), including a plan to:
  - i. investigate allegations of incidents of bullying, cyber-bullying, hazing, and retaliation in accordance with this section; and
  - ii. provide an individual who investigates allegations of incidents of bullying, cyber-bullying, hazing, and retaliation with adequate training on conducting an investigation.
- b. Fast Forward Charter High School is required to investigate allegations of incidents described in Subsection (A)(1) by interviewing at least the alleged victim and the individual who is alleged to have engaged in prohibited conduct.
  - i. Fast Forward Charter High School may also interview the following as part of an investigation:
    1. parents of the alleged victim and the individual who is alleged to have engaged in prohibited conduct;
    2. any witnesses;
    3. school staff; and
    4. other individuals who may provide additional information.
  - ii. An individual who investigates an allegation of an incident shall inform an individual being interviewed that:
    1. to the extent allowed by law, the individual is required to keep all details of the interview confidential; and
    2. further reports of bullying may become part of the investigation.
- c. The confidentiality requirement in Subsection (B)(2) does not apply to:
  - i. conversations with law enforcement professionals;
  - ii. requests for information pursuant to a warrant or subpoena;
  - iii. a state or federal reporting requirement; or



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- iv. other reporting required by this rule.
  - d. In conducting an investigation under this section, FAST FORWARD CHARTER HIGH SCHOOL may:
    - i. review disciplinary reports of involved students; and
    - ii. review physical evidence, consistent with search and seizure law in schools, which may include:
      - 1. video or audio;
      - 2. notes;
      - 3. email;
      - 4. text messages; e. social media; or f. graffiti.
    - iii. Fast Forward Charter High School is required to adopt a policy, consistent with state law and state board rule, outlining under what circumstances the LEA employees will report incidents of bullying, cyber-bullying, and retaliation to law enforcement.
- VII. Actions Required if Prohibited Acts are Reported.
- a. Each reported complaint will include:
    - i. the name of complaining party;
    - ii. the name of offender (if known);
    - iii. the date and location of incident(s); and
    - iv. a statement describing the incident(s), including names of witnesses (if known).
  - b. Each reported violation of the prohibitions noted previously will be promptly investigated by a school administrator or an individual designated by a school administrator. A report of bullying, cyber-bullying, hazing, and retaliation may be made anonymously, but Fast Forward Charter High School schools will not take formal disciplinary action based solely on an anonymous report.
  - c. Verified violations of the prohibitions noted previously shall result in consequences or penalties. Consequences or penalties may include but are not limited to:
    - i. use a discipline plan consistent with State Board of Education Administrative Rule R277-609;
    - ii. use restorative justice practices consistent with State Board of Education Administrative Rule R277-613;
    - iii. notify the involved students' parents of the restorative justice practice and obtain consent from the involved student(s)'s parent(s) before including victim in the process;
    - iv. support involved students through trauma-informed practices;
    - v. use student suspension or removal from a school-sponsored team or activity including school sponsored transportation;
    - vi. use student suspension or expulsion from school or lesser disciplinary action;





# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- vii. use employee suspension or termination for cause or lesser disciplinary action consistent with Utah Code Section 53G-11-512;
  - viii. use employee reassignment;
  - ix. take other actions against student or employee as appropriate; and
  - x. use a grievance process required under Subsection 53E-9-605(3)(f) consistent with the LEA's established grievance process.
- d. The school will notify a parent if the parent's student threatens suicide, or if the student is involved in an incident of bullying, cyber-bullying, hazing, or retaliation.
- i. xyz school will produce and maintain a record that verifies that the parent was notified of the incident or threat.
  - ii. xyz school will not disclose the record described in D1 to anyone unauthorized to receive it and will not use the record for purposes not allowed under the law.
- e. Compliance with the Office for Civil Rights when Civil Rights Violations Occur:
- i. the school is responsible for identifying bullying, cyber-bullying, and hazing incidents about which it knows or reasonably should have known when it involves a protected class. The school must take immediate and appropriate action to investigate or otherwise determine what occurred.
  - ii. these duties are the school's responsibility to investigate regardless of whether a person makes a complaint, a person requests the school to take action, or a person identifies the bullying, cyber-bullying or hazing as a form of discrimination.
  - iii. if it is determined that the bullying, cyber-bullying, or hazing occurred as a result of the student-victim's membership in a protected class, the school shall take prompt and effective steps reasonably calculated to:
    - 1. end the bullying, cyber-bullying, or hazing
    - 2. eliminate any hostile environment,
    - 3. assess prevalence in school culture, physical facilities, and systemic practices to prevent its recurrence
- f. Actions must also include, as appropriate:
- i. procedures for protecting the victim and other involved individuals from being subjected to:
    - 1. further bullying, cyber-bullying, or hazing, and
    - 2. retaliation for reporting the bullying, cyber-bullying or hazing;
  - ii. prompt reporting to law enforcement of all acts of bullying, cyber-bullying, hazing, or retaliation that constitute suspected criminal activity;
  - iii. procedures for a fair and timely opportunity for the accused to explain the accusations and defend his/her actions prior to student or employee discipline; and
  - iv. procedures for providing due process rights under Utah Code Section 53G-11-501 (licensed staff) and local employee discipline policies prior to



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

employee discipline or Utah Code Section 53G-8-202 and local policies (students) prior to long term (more than 10 day) student discipline.

- VIII. Annual Reporting of Allegations of Bullying, Cyber-bullying, Hazing, and Retaliation
- a. Fast Forward Charter High School is required by Utah Code Subsection 53E-3-401 (3) and State Board of Education Administrative Rule R277-613 to report the following annually, on or before June 30, to the Superintendent in accordance with the Superintendent's submission requirements:
    - i. a copy of Fast Forward Charter High School's policy required in Section R277-613-4;
    - ii. implementation of the signed statement requirement described in Utah Code Subsection 53G-9-605 (3)(g);
    - iii. verification of Fast Forward Charter High School's training of school employees relating to bullying, cyber-bullying, hazing, and retaliation [, and abusive conduct] described in Utah Code Section 53G-9-607;
    - iv. incidents of bullying, cyber-bullying, hazing, and retaliation;
    - v. the number of incidents described in Subsection (4) required to be reported separately under federal law, including the reporting requirements in:
      1. Title VI of the Civil Rights Act of 1964;
      2. Title IX of the Education Amendments of 1972; or
      3. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990; and
      4. the number of incidents described in Subsection (4) that include a student who was bullied, cyber-bullied, hazed, or retaliated against due to of based on the student's actual or perceived characteristics, including disability, race, national origin, religion, [or] sex, gender identity, or sexual orientation.
- IX. Grievance Process for Incident of Abusive Conduct
- a. For purposes of this policy, "abusive conduct" means verbal, nonverbal, or physical conduct of a parent or student directed toward a school employee that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine is intended to cause intimidation, humiliation, or unwarranted distress.
    - i. a school employee who has experienced an incident of abusive conduct and is not satisfied with initial efforts to resolve the issue, may submit a written grievance with the school employee's principal within thirty (30) calendar days of the incident.
    - ii. the written grievance described in Subsection (1) shall include:
      1. the date of the incident;
      2. circumstances of the incident; and
      3. the signature of the school employee submitting the grievance to the principal.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- iii. within ten (10) business days of receiving the written grievance, the principal shall meet with the school employee to discuss the grievance and possible resolutions.
- iv. within ten (10) business days after the meeting described in Subsection (3), the principal shall respond to the school employee in writing explaining the principal's position and offer options for substantive resolution of the complaint.
- v. if the response by the principal described in Subsection (4) does not satisfactorily resolve the issue, the school employee may appeal the principal's response in writing within ten (10) business days after receipt of the response to the [LEA's school designee].
- vi. within ten (10) business days after receipt of the grievance appeal described in Subsection (5), the LEA's designee shall meet with the school employee to discuss the grievance and possible resolutions.
- vii. within fifteen (15) calendar days after the meeting, the LEA's designee shall respond in writing with a final resolution of the grievance.
- viii. the LEA's designee written response shall be the final administrative action in the matter.

### X. Additional Notes

- a. This policy does not prohibit expressive activity protected by the First Amendment of the United States Constitution. However, if off-campus speech that may constitute a bullying, cyber-bullying, or hazing incident creates a substantial disruption to the school environment, under *Tinker v. Des Moines*, 393 U.S. 503 (1969), Fast Forward Charter High School may take disciplinary action against the student who initiated the speech. Factors that Fast Forward Charter High School may consider in determining whether a substantial disruption has occurred are:
  - i. whether there is a verbal or physical confrontation over the incident at school;
  - ii. whether there is likely to be a verbal or physical confrontation based on evidence of a prior relationship between the victim and the student who initiated the speech;
  - iii. whether any part of the speech that gave rise to the incident was repeated at school;
  - iv. whether students are discussing the incident during class or if it otherwise is disrupting school work;
  - v. whether there is a widespread whispering campaign or rumor sparked by the off-campus incident that disrupts the school environment and students' abilities to focus on school;
  - vi. whether administrators who dealt with the incident were pulled from their ordinary tasks to address the incident and how much time it took out of an administrator's day to do so;



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- vii. whether speech similar to the off-campus speech in this incident has occurred in the past and has resulted in violence or near violence at school;
  - viii. whether there is a negative effect on classroom activities as a result of the off-campus incident; or
  - ix. whether the speech was violent or whether there is a history of violence from the student/s who initiated the speech (Note: true threats are not protected by the First Amendment if it advocates “imminent” violence or unlawful conduct. Thus, a message that threatens physical harm, even if it isn’t mean to be serious, may not be protected by the First Amendment and the person who utters such a message may be disciplined by XYZ School.).
- b. Prohibition of abusive conduct
- i. Fast Forward Charter High School’s Governing Board shall update bullying, cyber-bullying, hazing, and retaliation policy to include abusive conduct on or before September 1, 2018.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Searches and Discipline

- I. Purpose
  - a. The purpose of this policy is to foster a safe and positive environment for learning.
- II. Prohibited Conduct and Related Discipline
  - a. Following is a list of prohibited conduct forbidden at school, on school property, including school vehicles, and at any school activity. A serious violation that threatens or harms a school, school property, a person connected with school or property associated with a person connected with school is forbidden regardless of where it occurs.
    - i. You WILL be removed from school for at least one year for a serious violation involving:
      1. A real, look alike, or pretend firearm, or
      2. Explosive or flammable material
      3. Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption
      4. Exceptions may be made on a case by case basis through the Principal's office and by the Governing Board.
    - ii. You WILL be removed from school for:
      1. Possession, control, actual or threatened use of a real, look alike or pretend weapon, explosive or noxious or flammable material;
      2. The sale or distribution of a drug, controlled substance, imitation controlled substance, substance that causes impairment, or drug paraphernalia;
      3. Using or threatening to use serious force; or
      4. A serious violation of Section C (below) affecting a student or staff member.
    - iii. You MAY be removed from school for:
      1. Willful disobedience or violation of a school or LEA rule;
      2. Defying authority;
      3. Disruptive behavior;
      4. Foul, profane, vulgar or abusive language;
      5. Defacing or destroying school property;
      6. Truancy;
      7. Theft;
      8. Posing a significant threat to the welfare, safety or morals of a student, school personnel or the operation of the school;
      9. Possessing, using, controlling or being under the influence of alcohol, a drug, an imitation drug or drug paraphernalia or misusing any substance;
      10. Possessing or using tobacco and/or nicotine products;



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

11. Hazing, demeaning, bullying (including cyber-bully activity) or assaulting someone or forcing someone to ingest a substance;
  12. Inappropriate exposure of body parts;
  13. Sexual or other harassment;
  14. Possession or use of pornographic material on school property
  15. Gang-related attire or activity; or
  16. Any other behavior that would justify school removal.
  17. The decision to remove or to discipline in some other way is made by your site administrator based on all the circumstances.
- iv. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.
  - v. When appropriate, students will be placed on remedial discipline plans.
  - vi. School personnel will use reasonable physical restraint if necessary to protect a person or property from physical injury or to remove a violent or disruptive student.
  - vii. If you damage or lose school property, your official report cards, diploma and transcripts may be withheld until payment for the damage is received or the lost property is recovered.
- III. Searches
- a. School personnel can search you, your locker, your personal property and your vehicle parked on school property based on reasonable suspicion. Reasonable suspicion may be based on, but not limited to, the use of dogs or metal detectors.
  - b. School personnel can also conduct random searches that might include all lockers and other school property.
- IV. Expulsion and Suspension Defined
- a. Expulsion is a disciplinary removal from school by the School Board for more than 10 school days without an offer of alternative educational service.
  - b. Suspension is any other disciplinary removal from school with an offer of educational services.
- V. Readmission and Admission
- a. If you are removed from school under II.A. readmission depends upon satisfactory evidence that you will not be a danger to yourself, others, or school property.
  - b. If you are removed from school under II.B. or II.C., you may be readmitted after your parent/guardian meets with school officials to make a plan to correct your behavior and after you complete your days of suspension.
  - c. The LEA may deny admission to a student who has been expelled from any school in the last twelve months.
- VI. Due Process
- a. If you are referred for discipline under this policy, you will have the opportunity to meet with your site administrator to tell your side of the story.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- b. If your site administrator recommends removal for more than 10 school days, a Fast Forward Charter High School Administrator will hear your case at your school with you, your parents or guardian, the site administrator and others as necessary. Both school administrators will fully review all evidence including statements from potential student victims and/or their parents/legal guardians. This hearing will be held within 10 days of your removal from school. If the Fast Forward Charter High School Administrator agrees that you should be removed for more than 10 school days, this recommendation will be given to the Fast Forward Charter High School Governing Board for approval.
  - c. If you are removed from school for more than 10 school days, you can appeal the decision by writing to the Fast Forward Charter High School Principal within 10 days of the decision. Your parent or guardian is responsible to plan for your education during suspension and/or expulsion and to pay for any services not provided by the LEA.
- VII. Students with Disabilities
- a. If you are a student with a qualified disability, your site administrator will explain the separate procedures that may apply based on the procedural safeguards under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act. For further information, please check the Fast Forward Charter High School Policy on Special Education.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Youth Suicide Prevention Program

#### I. Purpose

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school staff, students, parent/guardian, and volunteers. This policy will also cover appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment. The Utah Good Samaritan law provides protection to the school and staff if they attempt to administer aid to a student in crisis. "A person who provides emergency care at or near the scene of, or during, a [suicide] emergency, gratuitously and in good faith, is not liable for any civil damages or penalties as a result of any act or omission by the person providing the emergency care, unless the person is grossly negligent or caused the suicide emergency." ([Utah Code § 78B-4-501](#))

Intentional violation of this policy is cause for disciplinary action consistent with local school board policy and under Section [53G-11-513](#).

#### II. Definitions

- a. "At risk" means a student who is defined as high risk for suicide, who has made a suicide attempt, has acknowledged thoughts of suicide or intent to act on thoughts of suicide.
- b. "Crisis Care Team" means a multidisciplinary team consisting of, administration, counselors, nurses, support staff, and mental health professionals whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery, and take a leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
- c. "Means Restriction" means limiting the child's access to mechanisms for carrying out a suicide attempt.
- d. "Mental health" means a state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- e. "Postvention" means suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, disseminate factual information after the suicide death of a member of the school community, and finally to stabilize the school population to restore a sense of normalcy and readiness to learn.
- f. "Suicide Risk Screening Tool" means a screening tool used for a student who may be at risk for suicide conducted by the appropriate school staff (e.g., school





# FAST FORWARD

## CHARTER HIGH SCHOOL

---

psychologist, school counselor, or school social worker). This tool is designed as a triage to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk and protective factors.

- g. "Risk factors for suicide" means characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment.
- h. "Self-harm" means behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
- i. "Suicide" means a death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm death by suicide before any school official may state this as the cause of death.
- j. "Suicide attempt" means a self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- k. "Suicidal behavior" means suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other action indicating intent to end one's life.
- l. "Suicide contagion" means the process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- m. "Suicidal ideation" means thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

### III. Prevention

- a. LEA Policy Implementation. A LEA level suicide prevention coordinator shall be designated by the Principal. This may be an existing staff person (e.g., Director of Student Services). The LEA suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school. Each school principal shall have in place a crisis care team (see definition above) for



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at risk for suicide to this team.

- b. Recommended training. It is recommended that all crises care team members be trained in the following:
  - i. Suicide Risk Screening Tool
  - ii. Safety Planning
  - iii. Counseling on Access to Lethal Means
  - iv. Community Resource Planning
  - v. Postvention

The LEA will provide these trainings and/or refer to other available resources for training on a regular basis.

- c. Youth Suicide Prevention Programming. Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all secondary health classes. In addition, schools must implement a youth suicide program for grades 7-12. The content of these age-appropriate materials, resources and programs will focus on:
  - i. Bullying and cyberbullying
  - ii. Prevention of youth suicide
  - iii. How to recognize risk factors and warning signs of mental disorders and suicide in oneself and others,
  - iv. Help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help (e.g., SafeUT app). In addition, schools may provide supplemental small group suicide prevention programming for students.
  - v. Prevention and consequences of underage drinking of alcohol
  - vi. Methods of strengthening the family
  - vii. Methods of strengthening a youth's relationships in the school and community
  - viii. The importance of safe and healthy choices and coping strategies, as well as examples of and opportunities to practice healthy coping strategies
  - ix. A definition and examples of what it means to recover from mental health conditions in order to increase hope for recovery when these disorders are present. (DSAMH has some videos of recovery stories that can be found here: [https://www.youtube.com/channel/UCUx\\_dgheLccAV19KcrtPqAQ](https://www.youtube.com/channel/UCUx_dgheLccAV19KcrtPqAQ))
- d. Parent Seminars. Fast Forward Charter High School will offer seminars to parent/guardian of students regarding effective strategies for the prevention and management of:
  - i. Substance abuse, including illegal drugs and prescription drugs and prevention
  - ii. Bullying



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- iii. Mental health, depression, suicide awareness, and suicide prevention including education on limiting access to fatal means
  - iv. Internet safety, including pornography addiction
  - v. As well as information on a school safety and crisis line (e.g., SafeUT)
- IV. Assessment and Referral
- a. When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, parent/guardian will be notified. In addition; the student should be seen by a member/s of the crisis care team, within the same school day to screen for risk and facilitate referral. School staff may ask a student questions related to youth suicide prevention, intervention, or postvention. ([Refer to Suicide Risk Screening Tool](#))
  - b. For youth at risk:
    - i. School staff will supervise the student until he or she is released to parent/guardian or appropriate emergency personnel.
    - ii. The principal and or member of the crisis care team should be made aware of the situation as soon as reasonably possible.
    - iii. The school principal, or member of the crisis care team will contact the student's parent/guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve encouraging parent/guardian and students to set up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
    - iv. Staff should ask the student's parent/guardian for written permission to discuss the student's health with outside care.
    - v. School Counselor/Social Workers/Nurses should have a current list of community-based mental health resources that is updated at least annually.
    - vi. A member of the crisis care team should schedule a time to follow up with the student at risk and their parent/guardian.
    - vii. All actions and assessments must be documented and kept secure and confidential. ([Refer to Suicide Risk Screening Tool](#)).
- V. In-school Suicide Attempts
- a. In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:
    - i. Call the police and/or emergency medical services, such as 911
    - ii. The school counselor or mental health care team member, or principal will contact the student's parent/guardian, as described in the Parental Notification and Involvement section.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- iii. First aid will be rendered until professional medical treatment and/or transportation can be received, following LEA emergency medical procedures.
  - iv. School staff will supervise the student's safety.
  - v. Staff will move all other students out of the immediate area as soon as possible.
  - vi. Staff will immediately notify the principal or school suicide prevention coordinator regarding in-school suicide attempts.
  - vii. The school should engage the crisis care team as needed to assess whether additional steps should be taken to support the student's safety and well-being. They will also follow up with the parent/guardian as soon as possible to offer additional referrals/support as needed, and to request they check in with a member/s of the crisis care team to establish Return to Learn plan.
- VI. Out-of-School Suicide Attempts
- a. If a staff member becomes aware of a imminent suicide attempt out-of-school, the staff member will:
    - i. Call the police and/or emergency medical services, such as 911.
    - ii. Inform the student's parent/guardian as soon as possible.
    - iii. Inform the member/s of crisis care team and principal as soon as possible.
    - iv. A member/s of the crisis care team will follow up with the parent/guardian as soon as possible to offer additional referrals/support as needed, and to ask to check in with the student before he or she returns to class to collaborate on a [Return to Learn Safety Plan](#).
- VII. Returning to Learning
- a. For students returning to school after a mental health crisis, it is recommended that a member/s of the crisis care team meet with the student's parent/guardian, and the student. This meeting shall address next steps needed to assess the student's readiness for returning to school and plan for the first day back. ([Refer to Student Return to Learn Plan](#)). Parent/guardian should be encouraged to inform the school of the nature of the student's mental health related crisis to support continuity of service provision and increase the likelihood of a successful return to learn.
  - b. While not a requirement for returning to school, the school-employed mental health professional may, if possible, coordinate with the hospital and any external mental health providers to support the student in transitioning back to school following a mental health crisis. ([Refer to Authorization for Release of Information Form](#)).
    - i. To address ongoing concerns, including social or academic, it is recommended that the student will check in with the school suicide prevention coordinator, or designee. The duration and procedure will be identified through the [Student Return to Learn Safety Plan](#).



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- ii. A member of the crisis care team should check-in with the student and the student's parent/guardian at a mutually agreed upon interval and duration, and may decrease in frequency over time.
- iii. A member of the crisis care team should work with the administration to disclose to the student's teachers and other relevant staff that the student is returning to school after a medical absence and any suggested accommodations.

### VIII. Parental Notification and Involvement

- a. In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent/guardian will be informed as soon as possible by a member/s of the crisis care team. If reasonable attempts to reach the parent/guardian or adult in whose custody the student may be released are not successful, the case will be treated as a medical emergency and arrangements will be made to contact appropriate medical services or local law enforcement. Documentation of all parties attempted to be reached will be made. Failure on the part of the family to take seriously and provide for the safety of the student may be considered emotional neglect and reported to Utah Division of Child and Family Services.
- b. If the student has exhibited any kind of suicidal behavior, the parent/guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child. Through discussion with the student, the principal, and/or a member of the crisis care team will assess whether there is further risk of harm due to parent/guardian notification. If it is determined that contacting the parent/guardian would endanger the health or well-being of the student, then the Division of Child and Family Services (DCFS) must be contacted immediately.

### IX. Postvention

- a. Development and Implementation of an Action Plan. The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. For a more detailed description of the recommended postvention response, see the [Crisis Response Plan](#). The action plan may include the following steps:
  - i. Verify the death. Staff will confirm the death and when possible determine the cause of death. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent/guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students. The school principal and the school employed mental health professional or counselor



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- should visit with the family as soon as possible to offer condolences, ask if the family would like students or school staff to be informed of the funeral services, ask which students may be most in need of support who were close to the deceased, etc.
- ii. Assess the situation. The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
  - iii. Share information. Before the death is officially classified as a suicide, the death can and should be reported to staff, students, and parent/guardian with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent/guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available. Examples of written statements and letters after a suicide death can be found at <https://chapterland.org/wp-content/flipbooks/afterasuicide/index.html?page=58>
  - iv. Avoid suicide contagion. Students at increased risk of contagion may or may not include those who were closest to the student who died. The suicide death of a peer may increase risk for youth who did not personally know the youth who died but who were already at heightened risk for suicide. Alert staff to be aware of this possibility and be aware of all youth, including but not limited to friends of the deceased. It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for rapidly referring students who generate concern. Ask teachers to refer students who seem distressed or show suicide warning signs to the crisis teams, and encourage students to self refer and seek out the crisis team



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

themselves if they recognize thoughts of suicide in themselves. Follow protocol IV and VII for any students who disclose thoughts of suicide during postvention. Schedule follow up with any highly distressed students or students who disclose their own suicide ideation. Remember that anniversaries of the death, holidays, or rites of passage like graduation are also difficult times for survivors of suicide loss that could increase risk for suicidal thoughts. Postvention supports and/or referrals to services should continue as long as needed for students at high risk.

- v. Initiate support services. Students identified as being more likely to be affected by the death will be assessed by a school counselor or mental health care team member to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parent/guardian, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.
- vi. Memorials. (Refer to the [Crisis Response Plan](#) for best practices)
  1. Permanent memorials are not a recommended practice. They increase potential for traumatization, and may glamorize and romanticize suicide.
  2. The school should not create on-campus physical memorials (e.g. photos, flowers), or fly the flag at half-staff.
  3. Schools should not be canceled for the funeral.
  4. Any school-based memorials (e.g., small gatherings, school newspapers, online memorial pages) will include a focus on how to prevent future suicides and prevention resources available and will be closely monitored by school staff.
  5. Schools should also keep any spontaneous memorials monitored and time limited.
  6. Memorials by school sponsored groups, during school sponsored activities or during a school day, are not appropriate.
  7. Memorial plaques, mock headstones, etc. are inappropriate and are not to be placed on school property.
  8. All plants, trees, shrubbery, etc., are placed on school property by the LEA and should not be associated directly with any individual.
  9. Family and friends wishing to recognize an individual are encouraged to establish scholarships or make other donations that benefit the education of students. Donations should be free of any expectation of plaques or other memorials.
  10. Yearbooks-Dedication pages in yearbooks are strongly discouraged for any deaths among students and staff, including death by suicide as they are considered a 'permanent' memorial.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

11. Graduation-If there is a tradition of including a tribute to deceased students who would have graduated with the class, students who have died by suicide should likewise be included.
- b. External Communication. The school principal or designee will work directly with the LEA public information office to provide external communication as needed. The school principal or designee and the LEA public information officer will be the sole media spokesperson(s). Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:
- i. Keep the LEA suicide prevention coordinator and principal informed of school actions relating to the death.
  - ii. Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
  - iii. Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic” – as this may elevate the risk of suicide contagion. They should also be encouraged not to assign a single cause to the suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available. It is also important to give hope for recovery and publicly acknowledge that most youth who experience thoughts of suicide go on to lead long meaningful lives, especially when they receive appropriate treatment and support.





# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Secondary School Completion and Diplomas

It is the policy of the Fast Forward Charter High School Governing Board to implement curriculum and instruction standards, competency measures, and high school graduation requirements in accordance with Utah State Law and State Board of Education rules (R-277-700-6), encouraging individualized and flexible options for students where appropriate.

The purpose of this policy is to ensure the Fast Forward Charter High School clearly and consistently communicates applicable standards, measures and requirements to its patrons and offers appropriate guidance and support so that every student has the opportunity to earn a high school diploma.

#### I. Diplomas and Completion Certificates

- a. The Fast Forward shall offer differentiated diplomas to secondary students to include:
  - i. A high school diploma indicating on the diploma that a student successfully completed all State and LEA course requirements for graduation.
  - ii. A certificate of completion shall be awarded to students who have completed their senior year, are exiting the school system, and have not met all State or LEA requirements for a diploma.

#### II. Graduation Credits

- a. Students in grades 9 through 12 must earn a minimum of 26 units of credit in the following curriculum areas through course completion or competency assessment.
  - i. 4 credits - Language Arts (English 9,10,11, plus one Applied or Advanced Course)
  - ii. 3 credits - Mathematics (Secondary Math I, II, III Foundation courses. Secondary Math III can be replaced by an Applied or Advanced Course with a written parent request.)
  - iii. 3 credits - Science (Courses from two of the five areas of science Biology, Chemistry, Computer Science, Earth Science, or Physics plus one additional Foundation Course or one Applied or Advanced Course)
  - iv. 3 credits - Social Studies (Geography for Life .5, World Civilizations .5, U.S. History 1.0, U.S. Government and Citizenship .5, Social Studies Elective .5)
  - v. 1.5 credits - Fine Arts
  - vi. 2 credits - Physical and Health Education (Health .5, Participation Skills .5, Fitness for Life .5, Individualized Lifetime Activities .5)  
If a student participates in a complete season of a UHSAA sanctioned sport and the LEA determines the sport aligns with the course standards, the LEA may award the student 0.5 units of PE credit. If the student completes an additional season with a different sport and the LEA



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

determines the sport aligns with course standards, the LEA may award the student another 0.5 units of PE credit. Credit in either case may be awarded for Participation Skills and Techniques and/or Individual Lifetime Activities. Athletic participation credit does not apply to Fitness for Life credit.

- vii. 1 credit- Career and Technical Education
- viii. 0.5 credit - Digital Studies
- ix. 0.5 credit - General Financial Literacy
- x. 7.5 credits – Electives

- b. Approved Foundation, Applied, and Advanced courses are available to view at: [https://www.schools.utah.gov/curr/resources/graduation requirements](https://www.schools.utah.gov/curr/resources/graduation_requirements) . Changes to these graduation requirements or credits must be approved by the Fast Forward Charter High School Governing Board.

### III. Granting Credit and Accepting Transfer Credit for Graduation

- a. A unit of credit or fraction thereof shall be given upon satisfactory completion of a course of learning experience in compliance with state course standards. In some cases, course credit may also be completed on a competency basis in which case assessment of mastery will be the responsibility of the high school principal. Credit can be awarded only once for a required courses unless the course is designed to be a recurring course (e.g., fitness for life).
- b. In addition, Fast Forward shall accept transfer credits from accredited institutions. The LEA's shall employ a review process to ensure that the demonstration of competency, the acceptance, and reciprocity of transfer credits earned by students are consistent with state law and Utah State Office of Education (USOE) (USBE) Administrative Rule (R277-705).
- c. High School students enrolled in the Fast Forward Charter High School may earn graduation credit by the following methods:
  - i. Successful completion of accredited high school courses;
  - ii. Successful completion of approved concurrent enrollment and advanced placement courses;
  - iii. Successful completion of accredited "special purpose" school courses;
  - iv. Successful completion of accredited "supplemental education" school courses;
  - v. Successful completion of accredited correspondence/independent study courses;
  - vi. Credit from non-accredited sources may be accepted as graduation credit through demonstrated competency, proctored assessment, review of student work/project, or electronic/correspondence coursework. All assessment, evaluation, and competency testing is approved and completed at the local school level.
  - vii. Home School Instruction - Students released for home instruction do not earn Fast Forward Charter High School graduation credits. Students may



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

transfer credit from a home school to a public high school to meet the graduation requirement of the high school if the home school is accredited by a nationally recognized accrediting association. A certification must accompany the credit transcript which identifies the accrediting association and the expiration date of the current accreditation. On an individual basis, transfer of credit may be allowed without the accreditation, through student testing or other appropriate education measures as determined by the high school principal.

- d. All graduation credits earned/granted to meet core graduation requirements shall be aligned to the standards and objectives of the Utah State Core Curriculum and have an end-of course assessment that meets or exceeds the state assessment of the course. **Transfer graduation credits accepted by Green Canyon High School, Ridgeline High School, Sky View High School, Mountain Crest High School, and Cache High School shall be deemed as original credit.**
- e. Fast Forward Charter High School may not waive credits required for graduation, but may grant credit earned based on demonstrated competency, assessment, or proficiency.

#### IV. Students with Disabilities

- a. A student with disabilities served by special education programs shall satisfy high school completion or graduation criteria, consistent with state and federal law and the student's Individual Education Plans (IEP).
- b. Graduation issues must be addressed by the IEP team on an individual basis. The IEP is the vehicle for making changes to graduation requirements to meet the unique educational needs for a student with disabilities. A student may be awarded a certificate of completion or a differentiated diploma, consistent with the state and federal law and the student's IEP or Section 504 Plan.

#### V. Guidelines and Procedures

- a. At a minimum, each school with grades 9-12, shall have 990 hours of instructional time in a 180-day school year.
- b. To prepare students to meet graduation requirements, secondary school counselors will implement a Plan for College and Career Readiness (PCCR) for every student. Each student's plan must outline a clear pathway toward the goal of earning academic credits.

This policy allows for modification in required courses based on consultation with an administrator/counselor as long as the modification: 1) is consistent with the student's Plan for College and Career Readiness; 2) is maintained in the student's file; 3) includes the parent's signature; and 4) maintains the integrity and rigor expected for the course or graduation

- c. Principals in grades 9-12 are directed to protect elective credits from intrusions by additional required credits. For example, a science teacher cannot require a



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

student to sign up for an additional lab period to compliment a given science course. Elective course credits may be PCCR driven.

- d. Credit may be issued for work release completed inside or outside the regular school day, in accordance with LEA guidelines.
- e. Secondary schools shall establish remediation programs for students who do not meet competency levels in English, mathematics, science, or social studies ([53G-9-803](#)).
- f. Schools may offer challenge opportunities for courses in the regular program of studies if approved by the school principal. All credits in this area must be PCCR justified by the student, parent, and the school.
- g. Schools may offer additional credits for students, before or after school, when the regular course offering fails to meet curricular demands provided that funding is available for the class and the principal has approved the class for credit.
- h. Early college Admissions and Requirements
  - i. Admission exists when:
    - 1. A student elects on his or her own initiative to enroll in a Utah State Higher Education (USHE) institution to pursue course work;
    - 2. A student is registered at the high school and either attends classes at the high school for a portion of the day, or attends no classes at the high school but still wishes to graduate with his or her class;
    - 3. Courses are taught on the USHE institution's campus
    - 4. Expenses and arrangements associated with college enrollment and credit are the sole responsibility of the student.

### VI. Admission Student Eligibility Requirements

- a. Students must meet all admission standards of the USHE institution they wish to attend.
- b. Students must have a current PCCR on file at the school which identifies areas of course application toward high school graduation.
- c. Admission credits may be counted for completion of high school graduation requirement if:
  - i. The school approves the post-secondary program;
  - ii. The student provides the school with progress reports and membership and attendance reports; and
  - iii. The student is enrolled in the high school.
- d. Early Graduation
  - i. Secondary school students who have completed all required courses or demonstrated mastery of required skills and competencies as outlined in this policy may graduate at any time.
  - ii. Students intending to graduate early shall satisfy existing graduation requirements of Fast Forward Charter High School.
  - iii. In consultation with a student's parent/guardian and school counselor, each student shall indicate to his or her school principal or designee, the intent



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

to graduate early at the beginning of the ninth-grade year or as soon as possible thereafter as the intent is known.

- iv. To be eligible for early graduation, a student shall have a current PCCR on file at the student's high school. The PCCR shall outline the course work needed to satisfy the early graduation goal.
  - v. The school principal may waive the semesters of membership graduation requirement for students who have met all other graduation requirements.
  - vi. Diplomas are available when the high school orders and prepares diplomas for the graduating class
- e. Adult Education and GED
- i. An adult high school diploma and the GED are coordinated through the district adult education program.
  - ii. High school principals may not waive credits required for graduation, but may grant credit based on demonstrated competency, assessment, or proficiency.
  - iii. Students who have graduated from high school, either in the United States or in a foreign country, will not be allowed to enroll in a high school program in the Fast Forward Charter High School.
- f. Each 9-12 school shall submit for approval to the Governing Board any changes to these approved graduation requirements before scheduling students.

### VII. Graduation Ceremony

- a. Fast Forward Charter High School recognizes that a student's graduation is a culmination of years of planning and successful completion of state and district requirements. The wearing of the cap and gown and participation in the ceremony awarding the certificate of completion or diploma shall be reserved for students who have met those requirements. The Board recognizes the importance of the completion of the requirements for a certificate of completion or diploma from the high schools of Fast Forward Charter High School and views it as an achievement that improves the community as well as the individual. The Board wishes to recognize that achievement in a publicly celebrated graduation exercise.
- i. Participation in the graduation ceremony is an opportunity and not a protected property right. Participation may be denied if final student checkout is incomplete, as a disciplinary measure, or if a student refuses to comply with graduation ceremony standards established and developed at the individual school site.
  - ii. Participation in the graduation ceremony is optional and is not required.
  - iii. Caps and gowns will be worn in the proper manner as designated by the school administration.
  - iv. Special needs students shall be provided with the opportunity to participate in ceremonies utilizing criteria based upon their unique circumstances as outlined in section D of this policy.

### VIII. Definitions



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- a. "Accredited" means evaluated and approved under the Standards for Accreditation of the Northwest Association of Schools and Colleges or the accreditation standards of the State Board of Education.
  - b. "Concurrent Enrollment" means enrollment by public school students in one or more college or university courses for credit by a high school student who continues to be enrolled and counted in average daily membership.
  - c. "Early College" means participation by a public school student in the Concurrent Enrollment program on a college or university campus.
  - d. "Early Graduation" means any secondary public school student, with the approval of the student, the student's parent or guardian, and an authorized local school official, who has completed all required courses or demonstrated mastery of competencies, graduates prior to the conclusion of the twelfth grade.
  - e. "Transcript" means an official document or record generated by one or several schools which includes, at a minimum; the courses in which a secondary student was enrolled, grades and units of credit earned. The transcript is usually one part of the student's permanent or cumulative file which also may include birth certificate, immunization records and other information as determined by the school in possession of the records.
  - f. "Special purpose schools" means schools designated by regional accrediting agencies. These schools typically serve a specific population such as students with disabilities, youth in custody, or schools with specific curricular emphasis. Their courses and curricula are designed to serve their specific populations and may be modified from traditional programs.
  - g. "Supplemental education provider" means a private school or educational service provider which may or may not be accredited, that provides courses or services similar to public school courses/classes.
- IX. References
- a. Utah Code Ann. [53G-7-206](#) - Acceptance of credits and grades awarded by accredited schools.
  - b. Utah Code Ann. [53G-9-803](#) - Local school board remediation programs for secondary students.
  - c. Utah Administrative Rule R277-700-The Elementary and Secondary School Core Curriculum and High School Graduation Requirements.
  - d. Utah Administrative Rule R277-705 - Secondary School Completion and Diplomas Courses meeting the criteria for graduation requirement beginning with the Class of 2011.
  - e. Students with Disabilities R277-705-5

# Fast Forward Charter High School Wellness Policy Adopted: 2018

## **1. PURPOSE**

- 1.1 Fast Forward Charter High School seeks to promote the health of students, address childhood obesity, and optimize student educational performance.

## **2. REFERENCES**

- 2.1 Utah State Board of Education Rule: R277-719  
2.2 Utah Code: Section 53A-1-402  
2.3 United States Code: (42 U.S.C. 1779, 10(1), 10(b))

## **3. DEFINITIONS**

- 3.1 USDA: United States Department of Agriculture

## **4. POLICY**

- 4.1 Fast Forward Charter High School promotes healthy living by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment.

- 4.2 The LEA supports an education where students learn and participate in positive dietary and lifestyle practices and also learn about the negative impact and cost of poor nutrition and inactivity to both individuals and society as a whole.

- 4.3 The LEA adheres to state and federal guidelines for nutrition education, physical activity, and for all food sold on school campuses.

### **4.4 LEA Goals**

- 4.4 A Students will be taught healthy food choices and healthy lifestyle choices during health, and/or physical education classes on a regular basis.

- 4.4.B Building administrators will ensure the Wellness Policy is followed at their school.

- 4.4.C The LEA will purchase American products to serve as their food choices.

## **5. PROCEDURES**

### **5.1 Nutrition and Healthy Habits**

- 5.1.A Food providers are required to take every measure to ensure that student access to foods and beverages meet federal, state, and local laws and guidelines.

- 5.1.B Vending machines are only available to students in the high school.

- 5.1.C All food sold during the school day will follow the USDA's "Smart Snacks in School" policy.

- 5.1.D Food for special events and celebrations is left to the discretion of classroom teachers.

- 5.1.D.1 Teachers and parents are encouraged to offer a variety of healthy choices.

- 5.1.E All students have access to affordable, varied, and nutritious foods.

- 5.1.F Access to food service operations is limited to child nutrition staff and authorized personnel.

### **5.2 Physical Activity**

- 5.2.A Physical education classes, recess, and physical activity opportunities, are encouraged, and are available to all students.

- 5.2.B Physical education programs are designed to stress physical fitness and encourage healthy and active lifestyles.
- 5.2.C Physical education programs consist of activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.
- 5.2.D Teachers and other school and community personnel do not withhold opportunities for physical activity without parent notification.
- 5.2.E Students are taught to assess their individual fitness and develop skills to maintain a lifetime of health and fitness through age-appropriate education.
- 5.2.F All students (9-12) are provided health and physical education according to state core curriculum and guidelines.

**5.3 Learning Environments and Education**

- 5.3.A The entire school environment, not just the classroom, is aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity.
- 5.3.B Nutritional information, health instruction, and physical education goals are aligned to integrate curriculum goals and objectives, where possible.
- 5.3.C Educators, administrators, and parents consider the critical role student health plays in academic stamina and performance and adapt the school environment to ensure that students' basic nourishment and activity needs are met.

**5.4 Evaluation, Assessment, and Promotion**

- 5.4.A The principal oversees compliance with the established LEA-wide wellness policy.
- 5.4.B The building administrator or designee ensures compliance with this policy and these procedures and reports to the LEA or designee.
- 5.4.C The LEA Wellness Committee consists of administrators, physical education teacher(s), parents, a school board member, school nurse, child nutrition manager, students, and any public who would like to attend.
- 5.4.C.1 The LEA Wellness Committee meets a minimum of one time per year. On a triennial basis the policy will be reviewed for the following: extent of compliance with current policy, progress made toward attaining goals and how current policy compares to model policy.
- 5.4.D School Community Councils annually review the Wellness Policy and ensure it is being followed at their school.
- 5.4.E The Wellness Policy will be available for public viewing and comment during a school board meeting at least annually and will also be available on the LEA website.





# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Sexual Harassment by an Employee General Statement of Policy

Sexual harassment is a form of sex discrimination which violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, [42 U.S.C. § 2000e, et seq.](#) and [§ 34A-5-101 et seq.](#) of the Utah Antidiscrimination Act.

It is the policy of the LEA to maintain learning and working environment that is free from sexual harassment. The LEA prohibits any form of sexual harassment.

It shall be a violation of this policy for any student or employee of the LEA to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy. The LEA will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment and to discipline any student or employee who sexually harasses a student or employee of the LEA.

[42 U.S.C. § 2000e et seq.](#)

[Utah Code § 34A-5-101 et seq.](#)

#### **Sexual Harassment Defined**

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, physical or verbal conduct or communications of a sexual nature, and any other gender-based harassment, whether initiated by students, school employees, or visitors when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or education environment.

Any sexual harassment as defined when perpetrated on any student or employee by any employee will be treated as sexual harassment under this policy.

Sexual harassment may include but is not limited to:

- Verbal harassment or abuse, including any offensive communication that is sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities
- Sexual gestures
- Subtle pressure for sexual activity including sexual invitations or requests for sexual activity in exchange for grades, preferences, favors, selection for extracurricular activities, homework, etc.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- Physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, spanking, pinching, stalking, frontal-body hugs, intentional brushing against a student's or an employee's body; etc.
- Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status
- Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status or any unwelcome sexually motivated touching
- Unwelcome gestures that are sexually suggestive, sexually degrading or imply sexual motives or intentions
- Written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, etc.

### **Reporting Procedures**

Any person who believes he or she has been the victim of sexual harassment by a student or an employee of the LEA, or any third person with knowledge or belief of conduct which may constitute sexual harassment should submit a written report of the alleged acts immediately to an appropriate LEA official as designated by this policy. The LEA requires the reporting party or complainant to use the report form available from the principal of each building, on the LEA website, or from the school LEA office.

Complaints must be made to the appropriate supervisor within 45 calendar days after the date of the alleged act of discrimination.

The building principal is the person responsible for receiving oral or written reports of sexual harassment at the building level. Upon receipt of a report, the principal must notify the Director of Human Resources immediately without screening or investigating the report. If the report was given verbally, the principal shall encourage the complainant to complete the report form available from the principal, on the LEA website, or from the LEA office and submit it to the Director of Human Resources. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building principal, the complaint shall be filed directly with the Director of Human Resources.

The School Board hereby designates the Director of Human Resources to receive reports or complaints of sexual harassment from any individual, employee or victim of sexual harassment and also from the building principals as outlined above. If the complaint involves the Director of Human Resources, the complaint shall be filed directly with the Principal/Director. The LEA shall conspicuously post the name of the Director of Human Resources, including a mailing address, telephone number, and email address.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

Submission of a complaint or report of sexual harassment will not affect the individual's future employment, grades or work assignments.

### **Confidentiality**

It is LEA policy to respect the privacy and anonymity of all parties and witnesses to complaints brought under this policy. However, because an individual's right to confidentiality must be balanced with the LEA's obligations to cooperate with police investigations or legal proceedings, or to investigate and take necessary action to resolve a complaint, the LEA retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances.

Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate law enforcement authorities and the anonymity of both the complainant and school officials involved in the investigation will be strictly protected as required by [Utah Code § 62A-4a-412](#).

### **Investigation and Recommendation**

By authority of the LEA, the Director of Human Resources, upon receipt of a report or complaint alleging sexual harassment, shall authorize an investigation. This investigation may be conducted by LEA officials or by a third party designated by the LEA.

An investigation shall be completed as quickly as practicable, but within 30 working days of receipt of the complaint, unless extenuating circumstances require a longer period. All parties shall be notified if an extension becomes necessary.

In determining whether alleged conduct constitutes sexual harassment, the LEA should consider:

- The surrounding circumstances
- The nature of the sexual advances
- Relationships between the parties involved
- The context in which the alleged incidents occurred.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the LEA may take immediate steps, at its discretion, to protect the complainant, students, and employees pending completion of an investigation of alleged sexual harassment. The Director of Human Resources shall make a report to the Principal/Director upon completion of the investigation.

### **LEA Action**

Upon receipt of a recommendation that the complaint is valid, the LEA will take such action as appropriate based on the results of the investigation.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the LEA.

### **Support for Victims of Harassment**

When it is determined that an individual has been subject to sexual harassment, consideration should be given to what support, counseling, or other assistance the individual may need to prevent such mistreatment from adversely affecting the individual's ability to function in the (work) setting.

### **Reprisal**

The LEA will discipline any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against any person who testifies, assists, or participates in an investigation, proceeding, or hearing relating to a sexual harassment complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

### **Non-Harassment**

The LEA recognizes that not every advance or consent of a sexual nature constitutes harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory employment effect requires a determination based on all the facts and surrounding circumstances.

False accusations of sexual harassment can have a serious detrimental effect on innocent parties. Employees who file frivolous, unfounded, retaliatory or malicious sexual harassment complaints shall subject themselves to disciplinary action.

If an investigation reveals that the accusations are frivolous, unfounded, retaliatory or malicious in nature, this information shall be documented, all parties notified, and the investigation shall be terminated.

### **Right to Alternative Complaint Procedures**

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Division of Antidiscrimination and Labor, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

### **Sexual Harassment as Sexual Abuse**

Under certain circumstances, sexual harassment may constitute sexual abuse and require reporting to appropriate authorities.

### **Discipline**

Any LEA action taken pursuant to this policy will be consistent with requirements of applicable Utah statutes and LEA policies. The LEA will take such disciplinary action it deems necessary



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

and appropriate, including warning, suspension, or immediate termination to end sexual harassment and prevent its recurrence.

### **Notice**

Notice of the LEA's sexual harassment policy shall be communicated to all employees and students.

Adopted: April 26, 2021

Notes & Updates:

Adopted: April 26, 2021



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Sexual Harassment by a Student Board Policy

It is the policy of the Board of Trustees of the Fast Forward Charter High School to provide an educational environment free from sexual harassment and discrimination on the basis of sex. It shall be a violation of this policy for any student to sexually harass any other student. The LEA encourages all victims of sexual harassment and persons with knowledge of sexual harassment to make a written report of any harassment immediately. All complainants have the right to be free from retaliation of any kind. The LEA will promptly investigate all formal, informal, verbal, and written complaints of sexual harassment, and take prompt corrective action to end the harassment.

#### **No Private Rights**

Nothing in this policy shall be construed to give any right, claim, or action beyond the specific process provided in this policy.

#### **Definitions**

“Sexual Harassment” means unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct or communications of a sexual nature, and any other gender-based harassment, when:

1. Submission to or rejection of the conduct affects the student’s academic performance, participation in school-sponsored activities, or any other aspect of the student’s education; or
2. The conduct has the purpose or effect of unreasonably interfering with a student’s academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive education environment.

Complaints received will be thoroughly investigated to determine whether the totality of the behavior and circumstances meet any of the elements of the definitions and should be treated as sexual harassment. Unacceptable conduct may or may not constitute sexual harassment.

Normally, unacceptable behavior must be severe or pervasive to be considered sexual harassment.

School related conduct that the LEA considers unacceptable and often a part of sexual harassment includes, but is not limited to, the following:

1. Rape, attempted rape, sexual assault, attempted sexual assault, forcible sexual abuse, hazing, and other sexual and gender-based activity of a criminal nature as defined under the Utah Criminal Code.
2. Sexual invitations or requests for sexual activity in exchange for grades, preferences, favors, selection for extracurricular activities, homework, etc.;
3. Offensive public sexual display of affection, including groping, fondling, petting or inappropriate touching of oneself or others;



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

4. Any offensive communication that is sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings list," howling, catcalls, and whistles; sexually graphic computer messages or games, etc.;
5. Offensive name calling or profanity that is sexually suggestive, sexually degrading, implies sexual intentions;
6. Offensive name calling or profanity that is sexually suggestive, sexually degrading, implies sexual intentions;
7. Offensive physical pranks or touching of an individual's clothing, such as hazing and initiation, "streaking," "mooning," "snuggies," or "wedgies," bra-snapping, skirt "flip-ups," "spiking" (pulling down someone's pants or swimming suit); pinching; placing hands inside an individual's pants, shirt, blouse, or dress, etc.;
8. Gestures that are sexually suggestive, sexually degrading or imply sexual motives or intentions;
9. Clothing with sexually obscene or sexually explicit slogans or messages;
10. Written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, etc.

### **Support of Student Subject to Sexual Harassment**

When it is determined that a student has been subject to sexual harassment, consideration should be given to what support, counseling, or other assistance the student may need to prevent such mistreatment from adversely affecting the student's ability to learn and function in the school setting.

### **Protection from Reprisals**

Students filing complaints shall be free from bias, collusion, intimidation, or reprisal. Students subjected to sexual harassment are first encouraged to confront the harasser and tell the harasser to stop the conduct because it is unwelcome. Complainants should document the incident(s) of harassment, and any conversations they have with the harasser, noting such information as time, date, place, what was said or done, and other relevant circumstances surrounding the event(s).

If the complainant's concerns are not resolved satisfactorily through a discussion with the harasser, or if the complainant feels he/she cannot discuss the concerns with the harasser, the complainant should directly inform school staff of the complaint and should clearly indicate what action he/she wants taken to resolve the complaint. Whenever reasonable, the complainant should file a written complaint.

Any school employee who receives a complaint of sexual harassment from a student shall inform the student of the employee's obligation to report the complaint to the principal, and then shall immediately notify the principal.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

Complainants who contact school staff with a complaint are encouraged to submit the complaint in writing. However, complaints may be filed verbally. Alternate methods of filing complaints shall be made available to individuals with disabilities who need accommodation.

### **Confidentiality**

It is LEA policy to respect the privacy and anonymity of all parties and witnesses to complaints brought under this policy. However, because an individual's right to confidentiality must be balanced with the LEA's obligations to cooperate with police investigations or legal proceedings, or to investigate and take necessary action to resolve a complaint, the LEA retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances.

Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate law enforcement authorities and the anonymity of both the complainant and school officials involved in the investigation will be strictly protected as required by [Utah Code § 62A-4a-412](#).

1. Initial Investigative Procedures.
  - a. The school administrator has the responsibility to conduct a preliminary review when he/she receives a verbal or written complaint of sexual harassment, or if he/she observes sexual harassment. The site administrator should take the following steps:
    - i. Interview the complainant and document the conversation. Instruct the complainant to have no contact or communication regarding the complaint with the alleged harasser. Ask the complainant specifically what action he/she wants taken in order to resolve the complaint. Notify the complainant of his/her right to have someone of the same gender conduct or be present during the investigation. The Complainant should be urged to make a written statement where feasible under the circumstances.
    - ii. Interview the alleged harasser regarding the complaint and inform the alleged harasser that if the objectionable conduct has occurred, it must cease immediately. Document the conversation.
2. Instruct the alleged harasser to have no contact or communication regarding the complaint with the complainant and to not take any retaliatory action against the complainant.
  - a. If the alleged harasser admits all or part of the allegations, issue a written warning/reprimand to the harasser and place a copy in the student's cumulative education record/file. If the harasser is an employee, submit a copy of the written warning/ reprimand to the LEA Human Resources Department for inclusion in the harasser's personnel file. In certain cases expulsion may be warranted for a first offense if the conduct is egregious. Repeated offenses may warrant suspension and expulsion. In addition, promptly contact the Human Resources Department, Area Director, or Title IX Coordinator in situations involving repeated violations or severe infractions such as criminal touching, quid pro quo (e.g., offering





# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- educational rewards or punishments as an inducement for sexual favors), or acts which shock the conscience of a reasonable person.
- b. If the alleged harasser denies the allegations, promptly conduct a further investigation including interviewing witnesses, if any.
  3. Submit a copy of all investigation and interview documentation to the LEA Compliance Officer/Title IX Coordinator, and to the Human Resources Department if the complaint involves a LEA employee.
  4. Report back to the complainant, notifying him/her in person and in writing regarding the action taken to resolve the complaint. Instruct the complainant to report immediately if the objectionable behavior occurs again or if the alleged harasser retaliates against him/her.
  5. Notify the complainant that if he/she desires further investigation and action, the complaint will be forwarded for a LEA level investigation.

### **Principal's Recommendation**

The principal must consider the severity or pervasiveness of the conduct and exercise discretion in determining whether a LEA level investigation is necessary regardless of the complainant's desires. If a blatant violation occurs involving criminal touching, quid pro quo (e.g., offering an academic reward or punishment as an inducement for sexual favors), or acts which shock the conscience of a reasonable person, the complaint should be referred promptly to the Compliance Officer/Title IX Coordinator and/or Human Resources Director. In addition, where the principal has reasonable suspicion that the alleged harassment involves criminal activity, he/she should immediately contact appropriate law enforcement authorities.

Whenever a sexual harassment complaint is made, the principal must take action to investigate the complaint or to refer the complaint for investigation even if the student does not request any action or withdraws the complaint.

Investigations should commence as soon as possible.

If the initial investigation results in a determination that sexual harassment did occur, and the harasser repeats the wrongful behavior or retaliates against the complainant, the principal will take prompt disciplinary action and will notify the LEA Compliance Officer/Title IX Coordinator.

### **LEA Level Investigation**

Complainants who are not satisfied with the outcome of the initial investigation may request a LEA level investigation by submitting the written complaint to the Compliance Officer/Title IX Coordinator or Director of Human Resources.

The LEA level investigation should commence as soon as possible.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

In conducting the LEA level investigation, the LEA may choose to use an investigative team that has received training in sexual harassment investigation or that has previous experience investigating sexual harassment complaints.

If this investigation results in a determination that sexual harassment did occur, prompt corrective action may be taken including suspension, expulsion, change of placement, or loss of extracurricular activities.

Following the LEA investigation and determination, the LEA will notify the complainant in writing of the action taken.

The LEA level review exhausts all process and remedies provided under this policy.

### **Retaliation Prohibited**

Any act of reprisal against any person who opposes sexually harassing behavior, or who has filed a complaint, is prohibited and therefore subject to disciplinary action. Likewise, reprisal against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a sexual harassment complaint is prohibited and therefore subject to disciplinary action.

### **Discipline**

Any individual who violates this policy will be subject to appropriate disciplinary action under applicable school discipline policies, LEA Human Resource policies, and the LEA Safe Schools Policy.

Depending on the severity or persistence of the harassment, an individual who violates this policy may be subject to suspension, exclusion, probation, termination, or alternate placement. In addition, students who violate this policy may lose the privilege of participating in extracurricular activities.

If school administrators have reasonable suspicion that the harassment involves sexual assault, rape, or any other activity of a criminal nature, the LEA shall notify appropriate law enforcement authorities and immediately initiate proceedings to remove the accused party from the situation.

If the accused is a student with a disability whose education involves services under the Individuals with Disabilities Education Act (IDEA) or accommodations under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, school personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for the student with a disability.

School personnel may remove a student with a disability from his/her current placement to an appropriate interim alternative placement, another setting, or suspension, for not more than 10



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of no more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. Concurrent with such a removal, a **multi-disciplinary team must be convened to determine the extent to which the harassing behavior may be a manifestation of the student's disability.**

After a student with a disability has been removed from his/her current placement for ten school days in the same school year, during any subsequent days of removal the LEA must provide services to the extent required.

For disciplinary changes in placement that would exceed ten consecutive school days, if the behavior that lead to the accusation of sexual harassment is determined not to be a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities. If it is determined that the behavior is a manifestation of the student's disability, the IEP team will be convened to determine appropriate placement. After the tenth day of removal that constitutes a change in placement, the LEA must provide services to the student.

### **False Complaints**

False, malicious or frivolous complaints of sexual harassment shall result in corrective or disciplinary action taken against the complainant.

### **Records**

Separate confidential records of all sexual harassment complaints and initial investigations shall be maintained in the principal's office. Records of LEA level investigations shall be maintained in the office of the Compliance Officer/Title IX Coordinator, as follows:

1. Records of initial complaints and investigations shall be retained for at least one(1) year.
2. Records of LEA level investigations shall be retained for at least three (3) years.
3. Records of complaints and investigations of blatant violations involving criminal touching, quid pro quo, other criminal acts, or acts which shock the conscience of a reasonable person shall be retained permanently.

### **Dissemination of Policy**

A summary of this policy and related materials shall be posted in a prominent place in each LEA facility. The policy shall also be published in student registration materials, student and employee handbooks, and other appropriate school publications as directed by the LEA Compliance officer/Title IX Coordinator.

Adopted: April 26, 2021  
Notes & Update:

Adopted: April 26, 2021



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Nondiscrimination

#### General Nondiscrimination

The LEA shall not, because of an individual's race; color; sex; pregnancy, childbirth, or pregnancy-related conditions; age, if the individual is 40 years of age or older; religion; national origin; disability; sexual orientation; ethnic background; creed; marital status; veteran's status; citizenship, or gender identity:

1. Discharge, demote, terminate, retaliate against, harass, or refuse to hire or to promote any otherwise qualified individual.
2. Discriminate against an otherwise qualified individual with respect to compensation or in terms, privileges, and conditions of employment.

[Utah Code § 34a-5-106\(1\)\(a\)\(i\) \(2016\)](#)

#### **Otherwise Qualified**

An individual is not considered "otherwise qualified" unless the individual has the education; training; ability, with and without reasonable accommodation; moral character; integrity; disposition to work; adherence to reasonable rules and regulations; and other job-related qualifications required by the LEA for the particular job, job classification, or position.

[Utah Code § 34a-5-106\(1\)\(a\)\(ii\) \(2016\)](#)

#### **Nursing Mothers in the Workplace**

The LEA may not refuse to hire, promote, discharge, demote, or terminate an individual, or may not retaliate against, harass, or discriminate in matters of compensation or in terms, privileges, and conditions of employment against an individual otherwise qualified because the individual breastfeeds or expresses milk in the workplace.

[Utah Code § 34-49-204 \(2015\)](#)

#### **Title IX Coordinator**

The LEA shall designate at least one employee whose responsibilities shall include coordination of the LEA's efforts to comply with Title IX of the Education Amendments of 1972, as amended, and its implementing regulations. The LEA shall notify all employees of the name, office address, office telephone number, and email address of the employee(s) so designated.

[34 CFR § 106.8\(a\)](#)

#### **Disability**

No otherwise qualified person with a disability shall, solely on the basis of disability, be subject to discrimination in employment in any of the LEA's operations so long as any part of its programs and activities receive federal financial assistance.

Adopted: April 26, 2021



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### [29 U.S.C. § 794](#)

#### **Definitions**

“Individual with a disability” means any person who has a record of, is regarded as having, or has a physical or mental impairment that substantially limits one or more of life’s major activities. A “qualified individual with a disability” is a person with a disability who can perform the essential functions of the position in question, with or without reasonable accommodation. Employees or prospective employees have the responsibility of notifying the LEA Human Resource office of the need for reasonable accommodations on account of a disability.

### [29 U.S.C. § 705\(20\)](#)

### [34 CFR § 104.3](#)

“Has a record of such an impairment” means has a history of or has been classified as having a mental or physical impairment that substantially limits one or more major life activities.

“Regarded as having an impairment” means:

1. Having a physical or mental impairment that does not substantially limit major life activities but that is treated by the LEA as constituting such a limitation.
2. Having a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others towards such impairment; or
3. Having no physical or mental impairment but is treated by the LEA as having such an impairment.

“Physical or mental impairment” means:

1. Any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; endocrine; or
2. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

“Major life activities” means:

1. functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

#### **Exceptions**

The following are not included in the definition of an “individual with a disability:”

1. A person whose current use of alcohol or drugs prevents the performance of job responsibilities or constitutes a direct threat to the property or safety of others.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

2. A person who has a currently contagious disease or infection and who therefore would constitute a direct threat to the health or safety of other individuals, or who therefore is unable to perform the duties of the job.

[29 U.S.C. § 705\(20\)\(C\)](#)

### **Section 504 Coordinator**

The LEA will designate at least one person to coordinate its efforts to comply with Section 504 of the Vocational Rehabilitation Act of 1973 and its implementing regulations.

### **Notification**

The LEA will take appropriate continuing steps to notify applicants and employees that it does not discriminate on the basis of disability in violation of Section 504 of the Vocational Rehabilitation Act of 1973 and its implementing regulations. The notification shall include identification of the designated coordinator.

[34 CFR § 104.7\(a\)](#)

### **Residence**

The Board shall not require an employee to reside within the LEA as a condition of employment.

[Utah Code § 53G-4-408 \(2018\)](#)

### **Duty to Report**

If any employee of the LEA knows of or has reason to believe that another employee is being harassed at the workplace by others on the grounds of race; color; sex; pregnancy, childbirth, or pregnancy-related conditions; age, if the individual is 40 years of age or older; religion; national origin; disability; sexual orientation; or gender identity, then the employee must promptly report such harassment to the Board's designee. For cases of harassment against students, the Board's designee is the LEA's Title IX Compliance Officer. For harassment against employees, the Board's designee is the Director of Human Resources. The report shall be made confidentially, and the Board shall maintain the confidence of any report of such harassment.

### **Penalties for Engaging in Harassment**

Within the discretion of the Board, any employee may be terminated for cause, suspended with or without pay or placed on probation for engaging in any form of harassment of another employee on the grounds of race; color; sex; pregnancy, childbirth, or pregnancy-related conditions; age, if the individual is 40 years of age or older; religion; national origin; disability; sexual orientation; or gender identity.

Baker v. Weyerhaeuser Co., 903 F.2d 1342 (10th Cir. 1990)



# FAST FORWARD

CHARTER HIGH SCHOOL

---

Adopted: April 26, 2021

Notes & Updates:

Adopted: April 26, 2021



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Equal Educational Opportunities General

No officer or employee of the LEA, when acting or purporting to act in official capacity, shall refuse to permit any student to participate in any school program because of the student's race, color, creed, sex, national origin, marital status, political or religious belief, physical or mental condition, family, social, or cultural background, or sexual orientation.

[Utah Admin. Rules 277-515-3\(6\)\(c\) \(December 1, 2017\)](#)

#### **Title IX**

The Board shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action prohibited by Title IX of the Education Amendments of 1972, as amended.

[20 U.S.C. § 1701-21](#)

[34 CFR § 106.8\(b\)](#)

The LEA shall designate at least one employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended. The LEA shall notify all students of the name, office address, and telephone number of the employee(s) so designated.

[34 CFR § 106.8\(a\)](#)

#### **Title IX Coordinator**

The LEA designates the Director of Student Services to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended.

#### **Handicapped**

The LEA shall provide a free appropriate public education to all qualified students with disabilities who are residents of the LEA between the ages of three and twenty-two who have not graduated from high school, including regular or special education and related services designed to meet the individual educational needs of each qualified student with a disability, regardless of the nature or severity of the disability, as adequately as the needs of non-disabled students.

[34 CFR § 104.33](#)

[Utah Code § 53E-7-202 \(2018\)](#)

[Utah Code § 53E-7-204 \(2018\)](#)

Adopted: April 26, 2021

Notes & Updates:

Adopted: April 26, 2021





# FAST FORWARD

## CHARTER HIGH SCHOOL

---

### Plan for College and Career Readiness Policy

It is the philosophy of Fast Forward Charter High School that personal education planning is essential at secondary levels. This planning should involve students, parents, and educators. At the secondary level (9-12), this planning will take place in the form of a Plan for College and Career Readiness (PCCR). This planning will include reliable, useful and timely data on student progress and career goal setting which will facilitate student planning and the acceptance of responsibility for his/her own success. PCCR development should be continuous from grade to grade and from school to school. Continual assessment of student progress and the setting of goals are keys to successful PCCR development. (53E-2-304)

- I. Secondary schools will adhere to the following standards related to PCCRs
  - a. Secondary schools that receive Comprehensive Counseling and Guidance funds shall complete a written PCCR for all students.
  - b. Parents/guardians shall sign plans.
  - c. Students shall complete four-year plans at the beginning of their seventh grade year.
  - d. Students' schools shall maintain plans.
  - e. Students' course registration and class changes shall be consistent with their written SEOP/Plan for College and Career Readiness.
  - f. Schools shall implement students' PCCR process consistent with the policies and goals of the LEAs' Comprehensive Counseling and Guidance Program models. The student, student's parent/guardian and school personnel shall cooperatively develop the PCCR during the first two years in which the student is enrolled in grades 7-12 in the LEA. The implementation for the PCCR shall include the following conferences:
    - i. 7th and 8th grades: minimally one individual and one group conference during the two years;
    - ii. 9th and 10th grades: minimally one individual conference and one group conference during the two years;
    - iii. 11th and 12th grades: minimally one individual conference and one group conference during the two years; and
    - iv. other meetings, as necessary.
- II. Secondary PCCR Conferences shall include:
  - a. An opportunity to recognize the student's strengths and accomplishments.
  - b. An opportunity to review relevant data towards the student's educational progress graduation requirements, possible work options and internships as well as post-secondary options and requirements.
  - c. An opportunity for students and parents to review Board approved interest and aptitude tests.



# FAST FORWARD

## CHARTER HIGH SCHOOL

---

- d. By the end of eight grade, each student's plan shall include an identified career pathway or goal and classes that are related to this pathway or goal. This is a tentatively chosen area only. Students should continue to explore and may change this identified area at any time.
  - e. By the ninth grade, a student's plan should include any intent of early graduation. (53E-2-304, R277-703-4)
- III. Assessment, management and accountability expectations as well as the development of guidelines shall be the responsibility of the Fast Forward Charter High School. (HB117, HB 79)
- a. The Principal or his designee shall see that each school is following Utah State and Fast Forward Charter High School Policy.
    - i. Each elementary school shall provide evidence that a minimum of two SEP conferences were held and that the above listed standards were met. (HB117)
    - ii. Each secondary school shall provide evidence that at least one individual and one small-group SEOP conference was held, and that the above listed standards were met. (HB 117)
  - b. Fast Forward Charter High School shall provide training to all secondary educators regarding their role in the development and implementation of PCCR. (HB79)
- IV. Time spent during the day to implement SEP's and SEOP's is considered part of the school term referred to in sub-section (53F-2-102).
- a. The State Board of Education grants all schools 16.5 hours (3 days) of the 990 hours required for instruction to use for conferencing time.